Meet Your EE Colleagues

Now introduce yourself to the entire group by sharing information about you and your school:
- what do you teach
- what is your EE role
- how long has your school had the DP
- how many candidates do you have
- your greatest concern about the EE

Workshop Goals

- Understanding the assessment process can contribute to better feedback of the draft from the supervisor to the student.
- Assessment criteria must be used in conjunction with the specific subject interpretation of them as these interpretations articulate how the generic assessment criteria are understood and applied to each subject.
- Examine the emphasis on the process of reflection during the extended essay. The Researcher Reflection Space and the Reflections on Planning and Progress Form are two tools for students and supervisors to use during the EE process.
Time for some history and math

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2013 Extended Essay Results

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Percentage of Total: 36% 25% 20% 15% 4% 99.98%

May 2013-Top 10 Extended Essay Subjects - %

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May 2014 - Top 10 Extended Essay Subjects -

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May 2015 Results

- Over 69,000 essays marked
- 1,152 examiners
- A's=13%
- B's=24%
- C's=38%
- D's=23%
- E's=2%

May 2015 EE Results

Extended Essay
May 2015 EE Results - Top 10 Subjects

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May 2015 - Top 10 Extended Essay Subjects - %

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May 2016 EE Results

Extended Essay

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May 2016 EE Results

Top 10 Extended Essay Subjects

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<tr>
<td>D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Failing condition</td>
</tr>
</tbody>
</table>

Points for the IB Diploma

- Six exams – highest score = 7
  Total 42 points
- Combined grade for TOK and EE Total 3 points
- Perfect Score = 45 points

May 2015 Conditions for No Diploma

- Total points are fewer than 24
- Earning a grade of 1 in a subject
- Grade 2 awarded three or more times
- Grade 3 or below awarded four or more times
- Earned fewer than 12 points on HL subjects
- Earned fewer than 9 points on SL subjects
- Grade of E awarded on one or both TOK and the Extended Essay
- Failure to submit TOK essay or EE
- Failure to complete CAS requirement

Discussion

Did you have a student who was assessed an “E” on the extended essay for the May 2016 or May 2017 examination sessions? If so, in what subject(s)?

Elementary EE
What hasn’t changed from the last Guide?

• 4000 word essay
• College level research and writing skills
• May be the most inquiry-based activity that a student will undertake
• Supervisor spends 3-5 hours with student
• 40 hour time commitment by student
• External assessment
• Supervisor can only comment on one completed draft of the essay
• Elementary (E) essays=no diploma

What’s new for May 2018?

• Electronic upload is finally here
• Approaches to teaching and learning (ATL)
• Reflection, reflection, reflection
  Researcher’s Reflection Space—strongly recommended
  Reflections on Planning and Progress form with three required meetings
• Viva voce is now mandatory
• All research questions must be posed as research questions

• Abstract is gone
• Formatting is clarified
• Teacher support materials (TSM)
• The role of an external mentor is clarified and includes a required, signed letter inserted in the appendix of the essay
• Total marks reduced from 36 to 34
• Assessment criteria reduced from 11 to 5
• Assessed via markbands using a best-fit approach to include strands and indicators

Assessment of the essay

• A combination of formative (RPPF) and summative (EE) assessment
• Marked by generic mark banded assessment criteria
• With subject specific interpretations
“The aim is to find the descriptor that conveys most accurately the level attained by the student’s work, using the best-fit approach. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a markband at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the markband. It is not necessary for every indicator of a level descriptor to be met for that mark to be rewarded.”

Best-fit approach

• When assessing a student’s work, supervisors should read the level descriptors from the top down (highest mark to the lowest) until they reach a descriptor that most appropriately describes the level of the work being assessed.
• “If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student’s work should be chosen. In relation to criterion C, examiners should bear in mind the higher order skills being assessed.”

Best-fit approach

• “There are a number of marks available within a level; supervisors should award the upper marks if the student’s work demonstrates the qualities described to a greater extent. Supervisors should award the lower marks if the student’s work demonstrates the qualities described to a lesser extent.”
• “The highest level descriptors do not imply faultless performance and should be achievable by a student. Supervisors are reminded that this is pre-university level work and so we are looking for relative excellence in relation to what we would expect from this age group of student. Do not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.”

Best-fit approach

• 6 marks
• Topic
• Research question
• Methodology

Focus and method
• 6 marks
• Context
• Subject specific terminology and concepts

Knowledge and understanding

• 12 marks
• Research
• Analysis
• Discussion and evaluation

Critical thinking

• 4 marks
• Structure
• Layout

Formal presentation

The following formatting is required:
• 12 point, readable font
• Double-spaced
• Page numbering
• No candidate or school name on the title page or page headers

Formal presentation
Six elements of the extended essay:
• 1. The title page
• 2. The contents page
• 3. The introduction
• 4. The body
• 5. Conclusion
• 6. References and bibliography

Formal presentation

The title page should include only the following information:
• The title (The title of your essay should be a clear, focused, summative statement of the research, which gives the reader an indication of the research topic. It should not be phrased as a research question.
• The research question
• Subject for which the essay is registered (if a language essay also state which category; if a world studies essay also state the theme and the two subjects utilized)
• Word count

Formal presentation

What should be in the Introduction?
The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the:
1. focus of the essay
2. the scope of the research
3. in particular, an indication of the sources to be used
4. an insight into the line of argument to be taken

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

I suggest including the RQ! EE Guide p. 79

Engagement

• 6 marks
• Process
• Research focus

We'll spend time with this criterion later....
What should be in the Conclusion?

The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved.

While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.

I suggest including the RQ!

EE Guide p. 80

EE EXAMINERS REPORT-NOV. 2010

Students should choose the EE subject before they choose the research topic and question.

May 2018 EE Guide

• It is the responsibility of the school and supervisor to register an EE in the correct subject.

• Essays registered in an inappropriate subject will be given no more than 4 marks in criteria A & B and 3 marks in criterion C.

(11 maximum points out of 24 points = -13 points for Criteria A-C; maximum possible score = 21 points)

EE Assessment Criteria

• Provides overview of what each criterion assesses
• Forms basis for scoring rubric
• Further advice on interpreting assessment criteria provided within guidelines for each subject in “Details—subject specific” section of the EE Guide—pages 111-336.
Details—Subject Specific Guidelines

- Specific Subject Criteria (p. 111-366)
- Each Subject Area Includes:
  - Overview of subject
  - Choice of topic
  - Treatment of the topic
  - Interpretation of assessment rubric
- Supervisors Must Know Subject Specific Details and Criteria!!

Examiners’ Reports

- Examiners’ reports are available on the OCC.
- Select Diploma Programme
- Select Subject Area
- Scroll down to “Extended Essay”
- Select Extended Essay Report (May 2015)

New reports are issued only when examiners in the subject area feel there is a concern that needs to be addressed or significant changes have been seen in student submissions from the previous examination session. However, all subjects should have May 2015 reports. New reports can be expected AFTER the May 2018 examination session.

Qualitative Marking

“The extended essay is externally assessed, and as such, supervisors are not expected to mark the essay or arrive at a number to translate into a grade. Predicted grades for all subjects should be based on the qualitative grade descriptors for the subject in question. These descriptors are what will be used by senior examiners to set the boundaries for the extended essay in May 2018, and so schools are advised to use them in the same way.”

EE Grade Boundaries as of 2009

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

New grade boundaries will not be established until after the May 2018 examination session—What the heck??!!!
Commenting: What Do Students Want?

Preferred: That which is...
• Helpful – Encouraging
• Thoughtful – Caring
• Suggests – Questions
• Framed in moderate tone that provides direction and does not insist on certain path for revision

Least Preferred: That which is...
• Harsh – Critical
• Judgmental – Sarcastic
• Telling – Commanding
• Framed in highly directive tone that tells how the writing is to be done; pushes teacher’s view on revision (Editing).

The role of the supervisor

<table>
<thead>
<tr>
<th>What a supervisor can do</th>
<th>What a supervisor cannot do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide guidance on the skills needed for the research process</td>
<td></td>
</tr>
<tr>
<td>Discuss the student’s choice of topic and help formulate the RQ</td>
<td></td>
</tr>
<tr>
<td>3 mandatory sessions</td>
<td></td>
</tr>
<tr>
<td>Check that legal and ethical requirements have been understood</td>
<td></td>
</tr>
<tr>
<td>Read and comment on one complete draft – not overly edit</td>
<td></td>
</tr>
<tr>
<td>Read the final version to confirm authenticity</td>
<td></td>
</tr>
<tr>
<td>Spend 3-5 hours with the student</td>
<td></td>
</tr>
<tr>
<td>Correct spelling and punctuation</td>
<td></td>
</tr>
<tr>
<td>Correct experimental work or mathematics</td>
<td></td>
</tr>
<tr>
<td>Re-write any of the essay</td>
<td></td>
</tr>
<tr>
<td>Indicate where whole sections of the essay might be better placed</td>
<td></td>
</tr>
<tr>
<td>Proof read the essay for errors</td>
<td></td>
</tr>
<tr>
<td>Correct bibliographies or citations</td>
<td></td>
</tr>
</tbody>
</table>

Reflection in the EE

Reflection in the core

• 6 marks
• Process
• Research focus

E: Engagement
The role of reflection in the EE

• It is a critical evaluation of the thinking process
• It demonstrates the discovery and evolution of conceptual understandings
• It demonstrates the rationale for decision-making
• It demonstrates skills development
• Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process.

Rationale for Reflection

• Good practice
• To facilitate the development of learner profile attributes
• Supports, and is supported by, the new Approaches to Teaching and Learning initiative
• To encourage students to plan, review and reflect on their own progress in the research process
• To strengthen the supervision process
• To form part of an assessment of students' engagement with their topic and the research process
• To monitor and ensure the authenticity of student work.

Reflection in the EE

• Reflection in the EE focuses on the student's progress during the planning, research and writing process. It is intended to help students with the development of their EE as well as allowing them the opportunity consider the effectiveness of their choices, to re-examine their ideas and decide whether changes are needed.

• The emphasis in the EE is on PROCESS reflection, characterised by reflecting on conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, and appropriate sources.

• Students will be encouraged to informally reflect throughout the experience of completing an EE, but are required to reflect formally during their reflection sessions with their supervisor and when completing the Reflections on Planning and Progress Form.
The Researcher’s Reflection Space (RRS)

• The RRS is a personal learning environment that can be either a physical or virtual support tool.

• A space in which students are able to record reflections on what they are reading, writing and thinking.

• It supports learning, thinking, critical analysis and evaluation and contributes not only to the development of a successful extended essay but also to skills and competencies for pathways beyond the Diploma Programme.

It can be used to:
- Record their reflections;
- Respond to artifacts, such as photos, newspaper clippings, twitter feeds, blogs, etc;
- Respond to prompts and questions that may arise in the students’ subject areas, TOK classes or other aspects of the DP;
- Create Mind Maps®;
- Record emerging questions.
Example 7: History

Rubric 7: What are some struggles you faced in reaching this point of your essay?

I faced many struggles on the road to writing my essay. As soon as the extended essay topic was introduced, I was very unsure of what I wanted mine to focus on. I had narrowed my options down to either an essay on world studies, or an essay in literature, analyzing two novels. Eventually, I chose literature, and was very happy with my choice. I do not regret my decision, yet there were many struggles to overcome. I decided on my novel fairly quickly, yet seemed to be having trouble in one of my novels, The Kite Runner, was significantly larger in length than my second novel, Of Mice and Men. My essay was to analyze the two novels side by side, and making sure that The Kite Runner does not dominate it, it definitely a struggle. Initially, I was also unsure of what my detailed topic would be. Writing an essay in 10 classes is one thing, but a 4000 word extended essay is slightly different, in the way that it must be much more detailed; and I was worried that I would not be able to find a good enough topic that I would write about without being repetitive. However, as summer went on, I began overcoming each of my obstacles, and now have half of my essay done, and believe that I am in good shape with the work I have so far.
What does reflection mean for the EE?

RPPF = 3 required reflections

Mandatory reflection sessions

First reflection session
• This session should take place once the student has undertaken some preliminary research.
• By the end of this session students should begin to formulate a working research question.

Interim reflection session
• This session should take place once the student has undertaken a significant amount of their research and have begun to formulate an argument in response to their research question.
• By the end of this session both the student and supervisor should feel confident that there is a clear and refined RQ; a viable argument; sufficient sources; and a clear understanding of the writing process.

Final reflection session (Viva Voce)
• This session should take place once the final version of the EE has been submitted.
• It is a celebration of the completion of the essay and a reflection on what the student has learned from the process.

Q & A
• Is there a word limit on the supervisor’s comment section of the RPPF?
  ➢ There is no word limit, but the form is a writable PDF, which will limit the amount a supervisor can write. The limit is determined by the space in the form.
• When does a student write his/her reflection? Limit?
  ➢ Right after the session. 500 words for 3 reflections.
• Viva Voce (3rd reflection session)
  ➢ No changes can be made in the essay at this point as the final copy has been submitted by the student and marked by the supervisor prior to viva voce.

Guiding student reflection
• In critically reviewing student engagement in the research process, it might help to think in terms of three different levels of reflection:
  • descriptive,
  • analytical,
  • and evaluative reflection.

• These levels correspond to the attainment levels of the rubric for Criterion E: Engagement.
Reflection in the EE

“As a part of the extended essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the Researcher’s reflection space. The most successful students will be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to setbacks that they may experience during the research process.”

Reflection in the EE

“More importantly, it demonstrates the skills that have been learned. These skills may include:
• critical thinking
• decision-making
• general research
• planning
• referencing and citations
• specific research methodology
• time management.”

What is the Viva Voce?

• Celebration of the completed essay
• Mandatory, verbal interview
• Lasts between 20-30 minutes
• Serves as conclusion to the EE process
• Opportunity for reflection
• Can serve as plagiarism and malpractice check
• Student fills out last reflection on RPPF form
• Supervisor fills out comments; uploads the form
• Refer to pages 65-66 in EE Guide

“Following this final session (viva voce), the student is required to complete the last candidate comment section of the RPPF, sign and date the form and submit it to their supervisor who must then add their own comments, sign and date the form. The supervisor must then upload the form into the e-coursework system, confirm the authenticity of both the candidate RPPF and essay, and submit to the IB for assessment as one portfolio.”

Engagement
Reflection in the EE

“Student reflection in the extended essay is a critical evaluation of the decision-making process. It demonstrates the evolution and discovery of conceptual understandings as they relate to the research question and sources. Reflection demonstrates the rationale for decisions made and the skills and understandings developed, as well as the authenticity and intellectual initiative of the student voice. Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process and how it has changed them as a learner and affected the final essay.”

The viva voce: questions students might consider

<table>
<thead>
<tr>
<th>Descriptive</th>
<th>Analytical</th>
<th>Evaluative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What did I do?</td>
<td>• Was my research successful?</td>
<td>• If I were to undertake this research again, would I do it differently – if so, why or why not?</td>
</tr>
<tr>
<td>• How did I undertake my research?</td>
<td>• If I changed approach or strategies during the process, why did I do this?</td>
<td>• What has affected this?</td>
</tr>
<tr>
<td>• What were the problems I faced?</td>
<td>• What did I learn from the experience in terms of my understanding of the subject area and/or the skills needed to undertake research?</td>
<td>• If I did do the research again would I change the theories applied, the methodological approach? Would this have led to a different outcome?</td>
</tr>
<tr>
<td>• Did my approach or strategies change throughout the process?</td>
<td>• How has my understanding of the topic and research process developed throughout the task?</td>
<td>• What can I conclude from this?</td>
</tr>
<tr>
<td>• What have been the high and the low points of the research and writing process?</td>
<td></td>
<td>• Were the strategies I used for undertaking my research the most appropriate for</td>
</tr>
</tbody>
</table>

Failure to complete or sign the Reflections on Planning and Progress form may result in:
- a delay in a grade being issued for the extended essay
- criterion E being compromised. In other words, the examiner may not be able to apply criterion E due to missing or lacking information resulting in a 0 for criterion E
- the essay being referred as a possible case of academic misconduct as a result of not being authenticated

Homework: Subject Area Methodology

How do students need to incorporate the subject area methodology into their extended essay.

Review the subject specific criteria and see if you can come up with a checklist to use with your students.

Feel free to share with our group. Send to me and I will create a folder in our DropBox.
Discussion: Personal Action Plan/Timeline

The Iceberg Model

• 7/8 = Pre-Writing/Draft Phase
  Student and Supervisor work together to:
  • Explore and discuss ideas for topic development
  • Locate resources
  • Discuss readings and ideas
  • Develop suitable research question
  • Supervisor monitors progress
• 1/8 = Writing Phase
  Student works independently to:
  • Write EE “draft”
  • Revision conference drives final version of essay
  • Prepare the final EE

Preparing students to research, question, write...
How and when students are taught to:

• Conduct meaningful research
• Document sources (How many documentation styles must students learn? Why?)
• Develop arguable research questions that are focused and pertinent
• Develop argumentative writing skills
• Write introductions and conclusions

When and how in your EE timeline will you address the research/writing process?

Cultivate Academic Partners

• School librarian
• Public library
• College library
• Local IB Schools
Discussion about Teacher Support Materials (TSM) on the OCC/PRC

“Learning without reflection is a waste, reflection without learning is dangerous.” Confucius

• For students – the RPPF
• For supervisors – thinking about the practice of supervision
• For schools – using extended essay data to align the curriculum and (re)define teaching and learning practices

Thanks for coming!