

IB SCORING CRITERIA FOR IA (2009 onward)

Design

	Aspect 1	Aspect 2	Aspect 3
<i>Levels/marks</i>	<i>Defining the problem and selecting variables</i>	<i>Controlling variables</i>	<i>Developing a method for collection of data</i>
Complete/2	Formulates a focused problem/research question and identifies the relevant variables.	Designs a method for the effective control of the variables.	Develops a method that allows for the collection of sufficient relevant data.
Partial/1	Formulates a problem/research question that is incomplete or identifies only some relevant variables.	Designs a method that makes some attempt to control the variables.	Develops a method that allows for the collection of insufficient relevant data.
Not at all/0	Does not identify a problem or research question and does not identify any relevant variables.	Designs a method that does not control the variables.	Develops a method that does not allow for any relevant data to be collected.

Data collection and processing

	Aspect 1	Aspect 2	Aspect 3
<i>Levels/marks</i>	<i>Recording raw data</i>	<i>Processing raw data</i>	<i>Presenting processed data</i>
Complete/2	Records appropriate quantitative and associated qualitative raw data, including units and uncertainties where relevant.	Processes the quantitative raw data correctly.	Presents processed data appropriately and, where relevant, includes errors and uncertainties.
Partial/1	Records appropriate quantitative and associated qualitative raw data, but with some mistakes or omissions.	Processes quantitative raw data, but with some mistakes and/or omissions.	Presents processed data appropriately, but with some mistakes and/or omissions.
Not at all/0	Does not record any appropriate quantitative raw data or raw data is incomprehensible.	No processing of quantitative raw data is carried out or major mistakes are made in processing.	Presents processed data inappropriately or incomprehensibly.

Conclusion and evaluation

	Aspect 1	Aspect 2	Aspect 3
<i>Levels/marks</i>	<i>Concluding</i>	<i>Evaluating procedure(s)</i>	<i>Improving the investigation</i>
Complete/2	States a conclusion, with justification, based on a reasonable interpretation of the data.	Evaluates weaknesses and limitations.	Suggests realistic improvements in respect of identified weaknesses and limitations.
Partial/1	States a conclusion based on a reasonable interpretation of the data.	Identifies some weaknesses and limitations, but the evaluation is weak or missing.	Suggests only superficial improvements.
Not at all/0	States no conclusion or the conclusion is based on an unreasonable interpretation of the data.	Identifies irrelevant weaknesses and limitations.	Suggests unrealistic improvements.

Manipulative skills (assessed summatively)

	Aspect 1	Aspect 2	Aspect 3
<i>Levels/marks</i>	<i>Following instructions*</i>	<i>Carrying out techniques</i>	<i>Working safely</i>
Complete/2	Follows instructions accurately, adapting to new circumstances (seeking assistance when required)	Competent and methodical in the use of a range of techniques and equipment.	Pays attention to safety issues.
Partial/1	Follows instructions but requires assistance.	Usually competent & methodical in the use of a range of techniques & equipment	Usually pays attention to safety issues.
Not at all/0	Rarely follows instructions or requires constant supervision.	Rarely competent & methodical in the use of a range of techniques & equipment.	Rarely pays attention to safety issues.

Personal skills (for group 4 project assessment only)

	Aspect 1	Aspect 2	Aspect 3
<i>Levels/marks</i>	<i>Self-motivation and perseverance</i>	<i>Working within a team</i>	<i>Self-reflection</i>
Complete/2	Approaches the project with self-motivation and follows it through to completion	Collaborates and communicates in a group situation and integrates the views of others.	Shows a thorough awareness of their own strengths and weaknesses and gives thoughtful consideration to their learning experience.
Partial/1	Completes the project but sometimes lacks self-motivation.	Exchanges some views but requires guidance to collaborate with others.	Shows limited awareness of their own strengths and weaknesses and gives some consideration to their learning experience.
Not at all/0	Lacks perseverance and motivation.	Makes little or no attempt to collaborate in a group situation.	Shows no awareness of their own strengths and weaknesses and gives no consideration to their learning experience.

The assessment can be assisted by the use of a student self-evaluation form, but the use of such a form is not a requirement.