**Extended Essay / Senior Project Reflections – Class of 2020**

These reflections contribute to criteria E: Engagement (6 points).

After reading the essay, your examiner will then read your reflections (posted in the *Progress and Planning* space on ManageBac), and award you a grade.

Your reflections should demonstrate the process of completing your Extended Essay, and your engagement with it. To achieve marks in the highest band, you must ensure:

* You evaluate decisions you’ve made about your essay and research;
* You consider the efficacy of actions and ideas you have made in response to challenges and setbacks, which includes the use of your timeline and any amendments;
* You reflect on any changes or developments (for example: refinement of research question to suit research findings);
* You demonstrate how you have followed the research process for your particular subject, and your approaches to it

The word limit for all three reflections combined is 500. Therefore, the following is suggested:

* Reflection 1 – 180 words (completed March 8th 2019)
* Reflection 2 – 170 words (completed October 31st, 2019)
* Reflection 3 – 150 words (due January 24th, 2020).

You should use the journal entries you have been writing throughout the EE process to help shape your formal reflections.

**SEE THE CRITERIA BELOW**

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| Level | Descriptor |
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1–2 | Engagement is limited.   * Reflections on decision-making and planning are mostly descriptive. * These reflections communicate a limited degree of personal engagement with the research focus and/or research process. |

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| Level | Descriptor |
| 3 - 4 | Engagement is good   * Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. * These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative. |
| 5 – 6 | Engagement is excellent.   * Reflections on decision-making and planning are evaluative and include   reference to the student’s capacity to consider actions and ideas in response to  setbacks experienced in the research process.   * These reflections communicate a high degree of intellectual and personal   engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. |