

# IB PSYCHOLOGY Academic Growth Tracker for Semester 1

SCORES FROM IB ESSAYS & OR SHORT ANSWER TESTS

<b>KNOWLEDGE &amp; UNDERSTANDING:</b> Concepts, Processes & Theories						
<b>KNOWLEDGE &amp; USE TO SUPPORT AND ANSWER:</b> Research Studies						
<b>CRITICAL THINKING</b>						
<b>COLLEGE WRITING SKILLS</b> Organization, Focus & More						
<b>KNOWLEDGE &amp; UNDERSTANDING:</b> Quizzes						
<b>DESIGN THINKING:</b> Personal & Academic Growth Goals						
<b>CLASSWORK &amp; HOMEWORK</b> Check JupiterEd for Assignments category grade; reflect on the reasons for this current score						

This version is for the Syllabus; rubrics go on the back

OVERALL CATEGORY MARK  
(4, 3, 2, 1)

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Note: During Semester 2, there will be the IB Internal Assessment project and the Design Thinking year-end project, in addition to Classroom & Homework

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**In the far right column, use pencil to write what you believe the overall category score should be, then explain why.**

Again, using pencil (so that it can be erased and updated at the semester), as you complete the online reflection assignment, write in your self-evaluated grade. Your explanation of that grade, your identification of areas of growth and areas for future focused improvement, and your goals for next quarter or semester will be written in the online reflection assignment.

SELF-EVALUATED GRADE

# IB PSYCHOLOGY Essay and Short Answer Test Rubrics

## KNOWLEDGE & UNDERSTANDING of CONCEPTS, PROCESSES & THEORIES

### SHORT ANSWER TESTS

1	The answer does not reach a standard described by the descriptors below
2	Knowledge and understanding includes significant inaccuracies or misunderstandings, or sections that are not relevant to the question.
3	Knowledge and understanding is accurate (perhaps with minor exceptions), but limited (does not always explain concepts or theories in enough detail, or some sections may be irrelevant or only somewhat relevant to the question, or concepts or theories central to addressing the question are not identified or discussed).
4	Knowledge and understanding is accurate and addresses the main topics / problems identified in the question.

### ESSAYS

1	The answer does not reach a standard described by the descriptors below
2	The response demonstrates limited relevant knowledge and understanding. Psychological terminology is used but with errors that hamper understanding.
3	The response demonstrates relevant knowledge and understanding but lacks sufficient detail. Psychological terminology is used but with errors that do not hamper understanding.
4	The response demonstrates relevant, detailed knowledge and understanding. Psychological terminology is used appropriately.

## KNOWLEDGE & UNDERSTANDING of RESEARCH STUDIES & METHODS

### SHORT ANSWER TESTS

1	The answer does not reach a standard described by the descriptors below
2	The research supporting the response is mostly irrelevant to the question, and if relevant, it is only listed (without further development).
3	The response is supported by appropriate, relevant research, which is described.
4	The response is supported by appropriate, relevant research that is described and directly linked to the question (the response clearly states how the research supports the answer to the question).

### ESSAYS

1	The answer does not reach a standard described by the descriptors below
2	Limited relevant psychological research is used in the response. Research selected serves to repeat points (arguments or assertions) already made.
3	Relevant psychological research is used in support of the response and is partly explained. Research selected partially develops the argument (and/or counterargument).
4	Relevant psychological research is used in support of the response and is thoroughly explained. Research selected is used effectively to develop the argument, and to provide a reasonable counterargument (or demonstrate awareness of realistic nuances in the question and its possible answers).

## CRITICAL THINKING about CONCEPTS, PROCESSES, THEORIES, RESEARCH STUDIES & METHODS

### ESSAYS

NOTE	Areas where students may demonstrate critical thinking include: a) research design and methodologies; b) triangulation; c) assumptions and biases; d) contradictory evidence or alternative theories or explanations; e) areas of uncertainty. Not all areas will be relevant to any given question response, and even if they are, students do not need to demonstrate all of them.
1	The answer does not reach a standard described by the descriptors below
2	There is limited evidence of critical thinking and the response is mainly descriptive.
3	The response contains significant critical thinking, but it lacks development. Evaluation or discussion of most relevant areas is attempted but not developed.
4	The response consistently demonstrates well-developed critical thinking. Evaluation or discussion of relevant areas is consistently well developed (providing sufficient detail and a clear linkage of critical thinking concepts to the issues or problems addressed in the question).

## COLLEGE WRITING SKILLS: Focus on the Question, Clarity, Organization, plus Attribution and Paraphrasing

### SHORT ANSWER TESTS

0	The answer does not reach a standard described by the descriptors below
1-3	The response is of limited relevance to, or only rephrases, the question.
4-6	The response is relevant to the question, but does not fully meet the command term requirements.
7-9	The response is fully focused on the question and meets the command term requirements.

### ESSAYS

0	The answer does not reach a standard described by the descriptors below
1-2	Identifies the problem / issue raised in the question, but does not adequately explain it, AND/OR the answer demonstrates occasional organization or clarity, but this is not sustained throughout the response. This makes it difficult to follow the argument being made.
3-4	Explains the problem / issue raised in the question, but the explanation is not fully developed (may lack detail or leave out important factors), AND / OR the answer demonstrates solid organization and clarity throughout the response, with some exceptions that may limit the flow of the argument.
5-6	Explains the problem / issue raised in the question with strong development (detail, context, connections), AND the answer demonstrates organization and clarity throughout the response.

These rubrics are taken from the IBO, with slight modifications, and have been broken down into component categories for an emphasis on better feedback and growth.

Note that some specific assignments may be designed to demonstrate aspects relating to the Critical Thinking and College Writing Skills category, and that specific Internal Assessment project scores will ally to those categories too.

NAME \_\_\_\_\_

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OVERALL  
CATEGORY MARK  
(4, 3, 2, 1)

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SELF-EVALUATED  
GRADE