IBMA DP Biology Networking Session Notes February 26, 2021

Internal Assessment Focus – Tips and Tricks

- Start early in case issues arise.
    - Ensure you and students are ready for exam review with at least three weeks prior to exams
- The teacher should only look at it once, so let students peer review it before submission
- Simulations and databases are acceptable for students to use if needed
- The 5 Criteria: Have students label each section to help moderators find the required components
    - **Personal Engagement**: students should ask themselves and answer for the write up 'Why is this important to me, to others, and how should I explore it? Why did I pick this question? If students are having a hard time deciding on a topic, ask what they're interested in – they need to feel that connection to it.
    - **Exploration:** Safety/Environmental/Ethical Issues - don't skip this part! Lots of things qualify – safety goggles, uncertainties of measurements tools, (if student did a simulation, they can discuss these topics as if it was a live setting)
        - **Hypothesis:** encourage students to go beyond "if I do then, then that will happen"
    - **General Quick tip**: include genus and species (with appropriate punctuation)
    - **Curriculum Connections**: Where is the connection to the curriculum – list by standard.
    - Display **materials** in a table, make sure images are clear, describe how solutions were prepared (can be within the paper or appendix – either is fine) normally right before Procedures because it helps with the communication.
    - **Label and title** everything then **refer back to them** by those titles/labels in the conclusion.
    - **Analysis**: If students can have qualitative and quantitative data, have it (it can lead to higher score)
        - In Desmos (from Dr. Walck) see flowchart with live links to determine which stats to use. Say why you picked that test. You don't have to do it by hand, just be sure to explain it.
        - **If lab isn't perfect, discuss that.**
    - **Evaluation:** strengths, weaknesses, uncertainties, scientific context, suggestions for extensions – a spinoff, not a re-do. "In order to extend, I would pose two questions (list them) and proceed by…"
    - **Communication:** See Dr. Walck's student checklist in Desmos. As procedures change, talk about it. Give full rubric to students at the introduction of the IA and as they peer review.
- Be sure to help students understand the command terms

Session ended with Q & A from participants.