IB Math AA Internal Assessment guide - IA Checklist

Criterion A. Mathematical Presentation

	Absent	Partial	Complete
Title and candidate code are clearly included.			
The aim is clearly stated in the introduction and remains the focus throughout.			
Mathematical expressions and diagrams are embedded properly and support understanding.			
It addresses the target audience at all times.			
Mathematics outside the syllabus is clearly explained.			
The structure of the IA is coherent and logically organized.			
The exploration includes a relevant and effective conclusion.			
Formatting is consistent and enhances clarity.			
Repetitive calculations are found in the appendix			

Criterion B. Mathematical Communication

	Absent	Partial	Complete
Mathematical notation is correct and consistently used.			
All variables and parameters are clearly defined when introduced			
Mathematical language, symbols, and terminology are used correctly (approximation signs are used adequately)			
Visuals are used effectively to support the mathematics.			
Equations are properly formatted and not copied as images. (e.g., equation editor used).			
Graphs and diagrams are appropriately labeled (e.g., Figure 1, Table 2) with units.			
Degree of accuracy is specified and consistent throughout.			
Pages are numbered			
The bibliography is on a separate page.			
Tables are not split. If too long are found in the appendix.			

Criterion C. Personal engagement

	Absent	Partial	Complete
There is evidence the student chose the topic based on personal interest or curiosity.			
Independent thinking or creative approaches are demonstrated			
Student demonstrates ownership of the investigation			
Alternative approaches or original perspectives are evident.			
Challenges are acknowledged and addressed personally			
The student makes the mathematics feel personal and meaningful.			

Criterion D. Reflection

	Absent	Partial	Complete
Interpretations of mathematical findings are provided (not just results)			
Limitations of models or assumptions are acknowledged.			
Reflection is integrated throughout, not confined to the end			
Critical evaluation of mathematical choices is provided.			
restates the original aim of their exploration.			
Suggestions for improvement or further exploration are included.			

Criterion E. Use of Mathematics.

	Absent	Partial	Complete
Mathematics is appropriate for the level (SL/HL) and is the focus of the exploration			
Mathematical reasoning is accurate and well-explained			
Key steps and processes are clearly shown, not skipped			
The exploration goes beyond just applying known methods; some depth is present.			
The mathematics contributes directly to achieving the aim.			
The student demonstrates understanding, not just application.			
The mathematics is precise.			