

## TOK essay assessment instrument

Does the student present an appropriate and cogent analysis of knowledge questions in discussing the title?						
Aspect	Level 5 Excellent 9-10	Level 4 Very good 7-8	Level 3 Satisfactory 5-6	Level 2 Basic 3-4	Level 1 Elementary 1-2	Irrelevant 0
Understanding knowledge questions	There is a <i>sustained focus on knowledge questions connected to the prescribed title and are well chosen—developed with investigation of different perspectives and linked effectively to areas of knowledge and/or ways of knowing.</i>	There is a <i>focus on knowledge questions connected to the prescribed title—developed with acknowledgment of different perspectives and linked to areas of knowledge and/or ways of knowing.</i>	There is a <i>focus on some knowledge questions connected to the prescribed title—with some development and linking to areas of knowledge and/or ways of knowing.</i>	<i>Some knowledge questions that are connected to the prescribed title are considered, but the essay is largely descriptive, with superficial or limited links to areas of knowledge and/or ways of knowing.</i>	The essay has only very limited relevance to the prescribed title—relevant points are <i>descriptive</i> .	The essay does not reach a standard described by levels 1-5 or is not a response to one of the prescribed titles on the list for the current session.
Quality of analysis of knowledge questions	Arguments are <i>clear, supported by real-life examples and are effectively evaluated; counterclaims are extensively explored; implications are drawn.</i>	Arguments are <i>clear, supported by real-life examples and are evaluated; some counterclaims are identified and explored.</i>	<i>Some arguments are clear and supported by examples; some counterclaims are identified.</i>	Arguments are offered but are <i>unclear and/or not supported by effective examples.</i>	<b>Assertions</b> are offered but are <i>not supported.</i>	
<b>Some possible characteristics</b>						
	Cogent Accomplished Discerning Individual Lucid Insightful Compelling	Pertinent Relevant Thoughtful Analytical Organized Credible Coherent	Typical Acceptable Mainstream Adequate Competent	Underdeveloped Basic Superficial Derivative Rudimentary Limited	Ineffective Descriptive Incoherent Formless	