

## 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</i> focus on <b>knowledge questions</b> connected to the prescribed title and are well chosen— <b>developed</b> with <i>investigation</i> of <b>different perspectives</b> and <b>linked effectively</b> to <b>areas of knowledge</b> and/or <b>ways of knowing</b> .	There is a focus on <b>knowledge questions</b> connected to the prescribed title— <b>developed</b> with <i>acknowledgment</i> of <b>different perspectives</b> and <b>linked to areas of knowledge</b> and/or <b>ways of knowing</b> .	There is a focus on <b>some knowledge questions</b> connected to the prescribed title—with <b>some development</b> and <b>linking to areas of knowledge</b> and/or <b>ways of knowing</b> .	<b>Some knowledge questions</b> that are connected to the prescribed title are considered, but the essay is largely <i>descriptive</i> , with <i>superficial or limited links to areas of knowledge</i> and/or <b>ways of knowing</b> .	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	<b>Arguments</b> are <i>clear</i> , supported by <b>real-life examples</b> and are <i>effectively evaluated</i> ; <b>counterclaims</b> are extensively explored; <b>implications</b> are <i>drawn</i> .	Arguments are <i>clear</i> , supported by <b>real-life examples</b> and are <i>evaluated</i> ; some <b>counterclaims</b> are identified and explored.	<b>Some arguments</b> are clear and supported by <b>examples</b> ; some <b>counterclaims</b> are identified.	Arguments are offered but are <i>unclear</i> and/or <i>not supported</i> by <b>effective examples</b> .	<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	