

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