

## 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</i> 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 <i>focus</i> 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 <i>focus</i> on <b>some knowledge questions</b> connected to the prescribed title—with <i>some development</i> and <b>linking to areas of knowledge</b> and/or <b>ways of knowing</b> .	<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 <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 <i>explored</i> ; <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 <i>explored</i> .	<i>Some arguments</i> are <i>clear</i> and supported by <b>examples</b> ; some <b>counterclaims</b> are <i>identified</i> .	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> .	
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	