

## TOK essay assessment instrument

Does the student present an appropriate and cogent analysis of knowledge questions in discussing the title?						
Aspect	Level 5 9–10	Level 4 7–8	Level 3 5–6	Level 2 3–4	Level 1 1–2	0
Understanding knowledge questions	There is a <i>sustained focus</i> on <b>knowledge questions</b> connected to the prescribed title— <b>developed with investigation of different perspectives</b> and <b>linked effectively</b> to areas of knowledge and/or ways of knowing.	There is a <i>focus</i> on <b>knowledge questions</b> <i>connected</i> to the prescribed title— <b>developed with acknowledgment of different perspectives</b> and <b>linked</b> to areas of knowledge and/or ways of knowing.	There is a <i>focus</i> on <b>some knowledge questions</b> <i>connected</i> to the prescribed title—with <i>some development</i> and <b>linking</b> to areas of knowledge and/or ways of knowing.	<i>Some knowledge questions</i> that are <i>connected</i> to the prescribed title are considered, but the essay is largely <i>descriptive</i> , with <i>superficial or limited links</i> to areas of knowledge and/or ways of knowing.	<b>Knowledge questions</b> , where present, are weakly connected to the prescribed title—the essay is <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 <i>extensively 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	