

TOK ESSAY GRADING RUBRIC

Does the student present an appropriate and cogent analysis of knowledge questions in discussing the title?		YES		NO		
The Knowledge questions DEVELOPED AND EXPLORED in this essay are...						
The Real World Scenario addressed in this Essay is...						
The Ways of Knowing EXAMINED in this essay are...						
The Areas of Knowledge EXAMINED in this essay are...						
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— <b>developed</b> with <i>investigation of different perspectives</i> and <b>linked effectively</b> to <b>areas of knowledge</b> and/or <b>ways of knowing</b> .	There is a <i>focus on knowledge questions connected</i> to the prescribed title— <b>developed</b> with <i>acknowledgment of different perspectives</i> and <b>linked to areas of knowledge</b> and/or <b>ways of knowing</b> .	There is a <i>focus on some knowledge questions connected</i> 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 <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 <b>areas of knowledge</b> 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.
Notes & Evidence						

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<p>Quality of Analysis of Knowledge Questions</p>	<p><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>.</p>	<p>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>.</p>	<p><i>Some arguments</i> are <i>clear</i> and supported by <b>examples</b>; some <b>counterclaims</b> are <i>identified</i>.</p>	<p>Arguments are offered but are <i>unclear</i> and/or <i>not supported</i> by <b>effective examples</b>.</p>	<p><b>Assertions</b> are offered but are <i>not supported</i>.</p>	<p>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.</p>
<p>Notes &amp; Evidence</p>						
<p>Some Possible Characteristics of the work</p>						
	<p>Cogent Accomplished Discerning Individual Lucid Insightful Compelling</p>	<p>Pertinent Relevant Thoughtful Analytical Organized Credible Coherent</p>	<p>Typical Acceptable Mainstream Adequate Competent</p>	<p>Underdeveloped Basic Superficial Derivative Rudimentary Limited</p>	<p>Ineffective Descriptive Incoherent Formless</p>	