

TOK ESSAY GRADING RUBRIC

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 knowledge questions connected to the prescribed title and are well chosen— developed with <i>investigation</i> of different perspectives and linked effectively to areas of knowledge and/or ways of knowing .	There is a <i>focus</i> on knowledge questions <i>connected</i> to the prescribed title— developed with <i>acknowledgment</i> of different perspectives and linked to areas of knowledge and/or ways of knowing .	There is a <i>focus</i> on some knowledge questions <i>connected</i> to the prescribed title—with <i>some development</i> and linking 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 .	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 extensively <i>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> .	<i>Some arguments</i> are <i>clear</i> and supported by examples ; some counterclaims are <i>identified</i> .	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> .	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.