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| **TOK ESSAY Rubric - 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 35–6 | Level 23–4 | Level 1 1–2 | 0 |
| Understanding knowledge questions | There is a *sustained focus* on **knowledge questions** connected to the prescribed title—**developed** with *investigation* of **different perspectives** and **linked** *effectively* to **areas of knowledge** and/or **ways of knowing**. | There is a *focus* on **knowledge questions** *connected* to the prescribed title—**developed** with *acknowledgment* of **different perspectives** and **linked** to **areas of knowledge** and/or **ways of knowing**. | There is a *focus* on *some* **knowledge questions** *connected* to the prescribed title—with *some* **development** and **linking** to **areas of knowledge** and/or **ways of knowing**. | *Some* **knowledge questions** that are *connected* to the prescribed title are considered, but the essay is largely *descriptive*, with *superficial or limited* **links** to **areas of knowledge** and/or **ways of knowing**. | **Knowledge questions**, where present, are weakly connected to the prescribed title—the essay is *descriptive*. | 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 *clear*, supported by **real-life examples** and are *effectively evaluated*; **counterclaims** are extensively *explored*; **implications** are *drawn.* | Arguments are *clear*, supported by **real-life examples** and are *evaluated*; some **counterclaims** are identified and *explored*. | *Some* **arguments** are *clear* and supported by **examples**; some **counterclaims** are *identified.* | Arguments are offered but are *unclear* and/or *not supported* by *effective* **examples**. | **Assertions** are offered but are *not supported*. |
| **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 |  |

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| **TOK ESSAY Rubric SIMPLIFIED** - 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 35–6 | Level 23–4 | Level 1 1–2 |
| Understanding knowledge questions | * KQs
	+ Sustained focus
	+ Connected to PT
* Investigate different perspectives
* Effectively linked to Aok and/or WoK
 | * KQs
	+ Focused on
	+ Connected to PT
	+ Developed
* Acknowledge different perspectives
* Linked to Aok and/or WoK
 | * KQs
	+ Connected to PT
	+ Some development
* Linked to AoK and/or Wok
 | * KQs
	+ Descriptive / Superficial
* Limited connection to AOK or WOK
 | * *KQs*
	+ Weak connection to Title
* Descriptive
 |
| Quality of analysis of knowledge questions | * *Arguments*
	+ *clear*
	+ *Supported by RLS examples*
	+ *Effectively Evaluated*
* *Counterclaims extensively explored*
* *Implication drawn*
 | * *Arguments*
	+ *clear*
	+ *Supported by RLS examples*
	+ *Evaluated*
* *Counterclaims identified*
	+ *Explored*
 | * *Arguments*
	+ *Some are clear*
	+ *Supported by examples*
* *Counterclaims identified*
 | * Arguments
	+ Unclear / not supported
	+ No effective examples
 | * Assertions
	+ Not supported
 |

Assertions: Knowledge Claims / statement of fact or belief.

Clear: applicable and understandable of connection to topic

Counterclaims: claim stating the opposite point of view. Not necessarily total negation, but simply another way of viewing something

Descriptive: merely describing the KQ and/or RLS with no additional analysis

Development: showing positives and negatives of more than one possibility - use of 4-square -/+ grid

Different Perspectives: try to consider how those looking from a different perspective might view the KQs in your essay. Ex: Gender, Geographical location, Religion/philosophical position, Historical era, Language, Cultural tradition, Socio-economic position, Educational system, Profession or career

Evaluated: positives and negatives of position given to show holistic perspective

Examples: used to explore claims and counterclaims. Can be both shared &/or personal knowledge. Usually academic in nature. AVOID Hypothetical, anecdotal, and clichéd example

Explored: positive and negatives perspective considered. Subject evaluated from many perspective and angles. NOT superficial

Focused: all writing, claims, and examples are directly connected to PT. Concise and direct writing with no fluff

Implications Drawn: explicitly stating why your arguments are important. Emphasize on argument’s significance and demonstrate awareness of this through application beyond argument (ex: in world or society in general). Can be done effectively though different perspectives

Knowledge Question (KQ): a question, or issue, about knowledge. Open questions, which means that they don’t have obvious and clearly-defined answers, and can be interpreted differently depending on the perspective you view them from.

Linked to AoK / WoK: KQ, development, and examples refer directly to HOW WE KNOW in a specific Area of Knowledge or Way of Knowing.

Prescribed Title (PT): set of 6 question IB gives for TOK Essay. If not writing the TOK Essay, PT can also be considered your topic or the main KQ you are writing about

Superficial: existing or occurring at or on the surface. Lacking in depth. Option without support or eviden