

TOK essay assessment instrument

The TOK essay is an opportunity for students to engage in a formal, sustained piece of writing in response to a prescribed title focused on the areas of knowledge. The assessment of this task is underpinned by the following single driving question.

Does the student provide a clear, coherent and critical exploration of the essay title?

The assessment instrument provided describes five levels of performance in response to this driving question. These levels are to be seen as holistic descriptors rather than as a checklist of characteristics.

Does the student provide a clear, coherent and critical exploration of the essay title?					
Excellent 9-10	Good 7-8	Satisfactory 5-6	Basic 3-4	Rudimentary 1-2	0
<p>The discussion has a sustained focus on the title and is linked effectively to areas of knowledge. Arguments are clear, coherent and effectively supported by specific examples. The implications of arguments are considered. There is clear awareness and evaluation of different points of view.</p>	<p>The discussion is focused on the title and is linked effectively to areas of knowledge. Arguments are clear, coherent and supported by examples. There is awareness and some evaluation of different points of view.</p>	<p>The discussion is focused on the title and is developed with some links to areas of knowledge. Arguments are offered and are supported by examples. There is some awareness of different points of view.</p>	<p>The discussion is connected to the title and makes superficial or limited links to areas of knowledge. The discussion is largely descriptive. Limited arguments are offered but they are unclear and are not supported by effective examples.</p>	<p>The discussion is weakly connected to the title. While there may be links to the areas of knowledge, any relevant points are descriptive or consist only of unsupported assertions.</p>	<p>The discussion does not reach the standard described by the other levels or is not a response to one of the prescribed titles for the correct examination session.</p>
Possible characteristics					
<p>Insightful Convincing Accomplished Lucid</p>	<p>Pertinent Relevant Analytical Organized</p>	<p>Acceptable Mainstream Adequate Competent</p>	<p>Underdeveloped Basic Superficial Limited</p>	<p>Ineffective Descriptive Incoherent Formless</p>	