

## TOK Presentation Rubric

### A Identification of knowledge issue

- Did the presentation identify a relevant knowledge issue involved, implicit or embedded in a real-life situation?

Descriptor	Achievement level
• Level 1 was not achieved.	0
• The presentation referred to a knowledge issue but it was irrelevant to the real-life situation under consideration.	1–2
• The presentation identified a knowledge issue that was in some ways relevant to the real-life situation under consideration.	3–4
• The presentation identified a knowledge issue that was clearly relevant to the real-life situation under consideration.	5

### B Treatment of knowledge issues

- Did the presentation show a good understanding of knowledge issues, in the context of the real-life situation?

Descriptor	Achievement level
• Level 1 was not achieved.	0
• The presentation showed some understanding of knowledge issues.	1–2
• The presentation showed an adequate understanding of knowledge issues	3–4
• The presentation showed a good understanding of knowledge issues.	5

### C Knower's perspective

- Did the presentation, particularly in the use of arguments and examples, show an individual approach and demonstrate the significance of the topic?

Descriptor	Achievement level
• Level 1 was not achieved.	0
• The presentation, in its use of arguments and examples or otherwise, showed limited personal involvement and did not demonstrate the significance of the topic.	1–2
• The presentation, in its use of arguments and examples or otherwise, showed some personal involvement and adequately demonstrated the significance of the topic.	3–4
• The presentation, in its distinctively personal use of arguments and examples or otherwise, showed clear personal involvement and fully demonstrated the significance of the topic.	5

### D Connections

- Did the presentation give a balanced account of how the topic could be approached from different perspectives?
- Did the presentation show how the positions taken on the knowledge issues would have implications in related areas?
- In awarding the higher achievement levels, the emphasis should be more on the quality of the consideration of connections than on the quantity of connections mentioned.

Descriptor	Achievement level
• Level 1 was not achieved.	0
• The presentation explored at least two different perspectives to some extent.	1–2
• The presentation gave a satisfactory account of how the question could be approached from different perspectives, and began to explore their similarities and differences.	3–4
• The presentation gave a clear account of how the question could be approached from different perspectives and considered their implications in related areas.	5