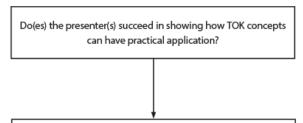
TOK: Presentation Rubric

Part 2: Presentation

The following diagram shows the question underpinning a global impression judgment of the TOK presentation.



Has the student:

- described clearly the real-life situation that forms the launching point for the presentation?
- extracted and clearly formulated a single knowledge question from the real-life situation?
- identified and explored various perspectives in relation to the knowledge question, and deployed examples and arguments in the service of this exploration?
- related the findings of and insights from the analysis back to the chosen real-life situation and showed how they might be relevant to other real-life situations?

Figure 21

TOK presentation assessment instrument

Do(es) the presenter(s) succeed in showing how TOK concepts can have practical application?					
Level 5	Level 4	Level 3	Level 2	Level 1	
Excellent	Very good	Satisfactory	Basic	Elementary	Irrelevant
9–10	7–8	5–6	3–4	1–2	0
The presentation is	The presentation is	The presentation	The presentation	The presentation	The presentation does
focused on a well-	focused on a	identifies a knowledge	identifies a knowledge	describes a real-life	not reach the standard
formulated knowledge	knowledge question	question that has	question and a real-	situation without	described by levels 1-
question that is clearly	that is connected to a	some connection to a	life situation, although	reference to any	5.
connected to a	specified real-life	specified real-life	the connection	knowledge question,	
specified real-life	situation. The	situation. The	between them may not	or treats an abstract	
situation. The	knowledge question is	knowledge question is	be convincing. There is	knowledge question	
knowledge question is	explored in the context	explored in the context	some attempt to	without connecting it	
effectively explored in	of the real-life situation,	of the real-life situation,	explore the knowledge	to any specific real-	
the context of the real-	using clear arguments,	using some adequate	question. There is	life situation.	
life situation, using	with acknowledgment	arguments. There is	limited awareness of		
convincing arguments,	of different	some awareness of the	the significance of the		
with investigation of	perspectives. The	significance of the	outcomes of the		
different perspectives.	outcomes of the	outcomes of the	analysis.		
The outcomes of the	analysis are shown to	analysis.			
analysis are shown to	be significant to the				
be significant to the	real-life situation.				
chosen real-life					
situation and to others.					
Some possible characteristics					
Sophisticated	Credible	Relevant	Underdeveloped	Ineffective	
Discerning	Analytical	Adequate	Basic	Unconnected	
Insightful	Organized	Acceptable	Unbalanced	Incoherent	
Compelling	Pertinent	Predictable	Superficial	Formless	
Lucid	Coherent		Derivative		
			Rudimentary		