

TOK: Presentation Rubric

Part 2: Presentation

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

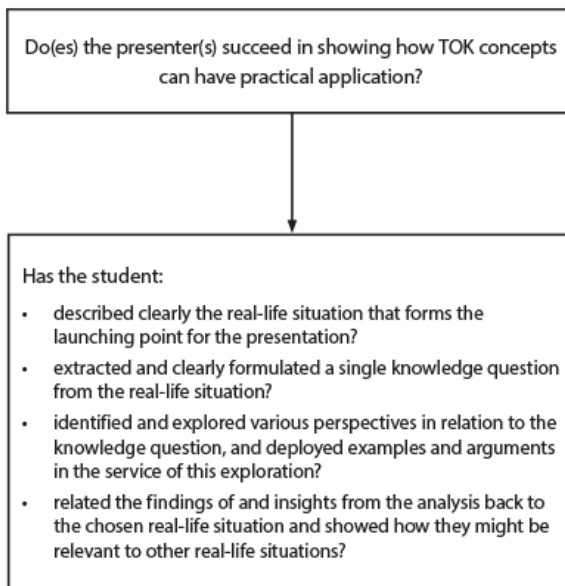


Figure 21

TOK presentation assessment instrument

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