Global Impression Rubric for Writing in Theory of Knowledge **Name of Student:**

**Title of Assignment:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Aspect | 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 |
| Understanding knowledge questions | There is a *sustained focus* on **knowledge questions** connected to the prescribed title and are well chosen— **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**. | The essay has only very limited relevance to the prescribed title—relevant points are *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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