

Deerfield Beach High School  
I.B. Theory of Knowledge  
**Application Assessment #1 – Knowledge & The Knower**

CONTEXT: The media you've been asked to analyze in recent weeks, Plato's Allegory of the Cave, "The Experience Machine," and *The Matrix* have challenged you to think about how we determine "reality" as we may come to know it and how we value that reality. As we have seen, our ways of knowing can be limited or deceived often without us being aware of it.

PREPARATION: Identify a "real life situation" through which you can discuss how reality may be distorted, altered, or misrepresented by an individual or a community (AKA... 'knowers'). The situation you choose must NOT be hypothetical, nor can it be the same RLS as your first K@W Analysis. Instead, consider a specific, actual incident that has occurred, or continually occurs, that requires those involved to define the reality of the situation via their own perspective(s). Consider what knowledge questions arise from this determined reality and how one might achieve the knowledge of what is real and how one might set out to find the truth of such reality.

RESOURCES:

- 1) Consider this TED-Ed video - <https://ed.ted.com/on/AsddeXsA> and how it relates to our discussions regarding what may be going on in our brains in making sense of situations (truth, perception, reality, bias).
- 2) Read through the IB published explanations of the TOK ways of knowing to consider the key characteristics of these human capabilities used to know what is real and what might be true - [https://ibpublishing.ibo.org/exist/rest/app/tsm.xql?doc=d\\_0\\_tok\\_gui\\_1304\\_1\\_e&part=2&chapter=3](https://ibpublishing.ibo.org/exist/rest/app/tsm.xql?doc=d_0_tok_gui_1304_1_e&part=2&chapter=3)
- 3) Review your notes on Truth Theories or check out this website for an explanation of the 3 main theories we discussed - <http://mrhoyestokwebsite.com/Knower/Useful%20Information/Three%20Different%20Theories%20of%20Truth.htm>

TASK: Write a well-argued and supported analysis of the real life situation (RLS) that includes an explanation of the RLS, identifies the knowers' perspectives involved in the RLS, considers the possible knowledge questions that arise in knowing reality and truth in the RLS' context, and refers to the resources above in support of those arguments. The analysis should include evidence of a personal connection (where appropriate), a demonstrated understanding of key knowledge concepts in this unit (particularly noted above), and a careful consideration of the explicit and implicit aspects of this task. Please refer to the learning scale for the scoring of this assignment.

FORMAT: Your response must be typed into the body of an email sent to Mr. Collazo. The subject title must be **YourLastName-Period\_\_-AA#1** (so if it were my assignment: *Collazo-Period1-AA#1*). As a guideline for length, each response must be at least 500 words. *Failure to comply with these formatting specifications and requirements will result in an immediate 2-point deduction before scoring commences.*

DEADLINE: **Submit by 11:59pm on 10/8/2018 (M), sent to [dbhssensei@gmail.com](mailto:dbhssensei@gmail.com)**

*Failure to meet this deadline will result in a 4-point deduction for each day it is late, beginning at 12:00am on 10/9/2018 (T).*

## Assessment Application #1: Learning Scale for Task

<p><u>Standard:</u> <b>LAFS.1112.L.3.6</b> - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><i>Based on Depth of Knowledge (DOK) Levels</i></p>	
<p><b>DOK Level 4</b></p> <p><b>Score: 19-20</b></p>	<p><b>In addition to Score 3</b>, in-depth inferences and applications that go beyond instruction are demonstrated by the student in a well-developed, critical response.</p> <p>The student's response includes evidence of a personal connection and an example in which the student describes and applies ideas/concepts within a meaningful context and therefore demonstrates mastery.</p>
<p><b>DOK *Level 3*</b></p> <p><b>Score: 17-18</b></p>	<p><b>In addition to Score 2</b>, the student identifies and applies specific terminology noted at Score 2.</p> <p>The student responds to the question/task with a well-argued and supported response. The response includes evidence of a personal connection, demonstrates a careful consideration of the explicit and some implicit aspects of the question, and utilizes a clear example to support the student's claims.</p>
<p><b>DOK Level 2</b></p> <p><b>Score: 15-16</b></p>	<p>The student recognizes and describes specific terminology such as perspective, bias, rational and intuitive knowledge, knowledge claims, knowledge questions and truth theories.</p> <p>No major errors or omissions regarding the simpler details of the above noted ideas/concepts, but major errors or omissions regarding the more complex ideas/concepts.</p>
<p><b>DOK Level 1</b></p> <p><b>Score: 13-14</b></p>	<p>With help, a partial understanding of some of the simpler details and implications of the more complex ideas/concepts being assessed in the question or task.</p>
<p><b>DOK Level 0</b></p> <p><b>Score: 0-12</b></p>	<p>Even with help, little to no understanding or skill demonstrated; or Student did not respond to this question/task; or Student submitted the assignment beyond the 4-day late grace period.</p>