

DEERFIELD BEACH HIGH SCHOOL
I.B. THEORY OF KNOWLEDGE - W. COLLAZO

KNOWLEDGE EXHIBITION DEVELOPMENT #3
UNDERSTANDING THE ASSESSMENT CRITERIA & FAQs

Assessment Objectives:

- 1) To familiarize students with the IB TOK internal assessment.
- 2) To help students become familiar with the TOK Knowledge Exhibition Assessment Tool.
- 3) To address frequently asked questions (FAQs) about the internal assessment.

Session 4 Activity:

- 1) Read the Kognity Textbook Section 5.2.5–5.2.8.

[2 points for reading completion as identified in Kognity]

- 2) Then complete the Activity at the end of Section 5.2.6, responding to the following:

Look up the words 'focused', 'relevant' and 'coherent' which are possible characteristics of a good exhibition and write down a synonym or definition that helps you grasp and remember the meaning of each. Now do the same for the possible characteristics of an excellent presentation: 'convincing', 'lucid' and 'precise'.

With particular reference to those words, write down what you think is the difference between a good exhibition and an excellent one. Compare your answers with a partner and help each other make your answers as sharp as possible. Keep them for reference when you write your commentaries and check your commentary against these characteristics.

[4 points for definitional comparisons = 4 points total] – *Although you are consulting with a partner, your response should be in your own words.*

- 3) Then complete the Activity at the end of Section 5.2.7, responding to the following:

We would like to include six questions for our FAQs, but we only have four. Can you help by adding TWO MORE questions and answers? You probably know best what doubts other students may have.

5. Q:
A:

6. Q:
A:

[1 point per required question (Q) & answer (A) = 4 points total] – Your questions may be the same as your partner’s answers for this activity that requires a discussion.

Assessment Directions

- Once in your breakout rooms, read through the activity tasks. Discuss your findings, thoughts, and ideas with your partner and decide on your answers together. Type your responses either directly into Canvas text input or submit a document file. NOTE YOUR PARTNER’S NAME in your submission.

Session 4 Activity – Scoring [10 points total]

Completion and submission of all elements with point values noted above.

**The instructor reserves the right to judge whether a response or question fulfills these requirements adequately, especially regarding the reflection.*

***Late penalty: 1 point will be deducted for each day not submitted.**

Submissions are expected on the same day as assigned.

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\* **Best Practices:** Students are expected to do the following for this assessment to score full credit:

1. Adhere to the content format as designated above.
2. Demonstrate understanding of TOK terminology by using these terms (e.g. knowledge concepts, areas of knowledge) where appropriate in your reflection.
3. Follow the verbal and prescribed instructions provided by the instructor; there may be some directives for content.
4. Turn in your work on time. “On time” means by the specified day and time assigned for this activity.

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TOK exhibition assessment instrument

The TOK exhibition is an opportunity for students to explore links between knowledge questions and the world around us. The assessment of this task is underpinned by the following single driving question.

Does the exhibition successfully show how TOK manifests in the world around us?

The assessment instrument provided describes five levels of performance in response to this driving question. These levels are to be seen as holistic descriptors rather than as a checklist of characteristics.

Please note: If a student only provides images and accompanying commentaries for two objects, teachers should award a maximum of 6 marks. If a student only provides an image and accompanying commentary for one object, teachers should award a maximum of 3 marks.

Does the exhibition successfully show how TOK manifests in the world around us?					
Excellent 9-10	Good 7-8	Satisfactory 5-6	Basic 3-4	Rudimentary 1-2	0
<p>The exhibition clearly identifies three objects and their specific real-world contexts. Links between each of the three objects and the selected IA prompt are clearly made and well-explained. There is a strong justification of the particular contribution that each individual object makes to the exhibition. All, or nearly all, of the points are well-supported by appropriate evidence and explicit references to the selected IA prompt.</p>	<p>The exhibition identifies three objects and their real-world contexts. Links between each of the three objects and the selected IA prompt are explained, although this explanation may lack precision and clarity in parts. There is a justification of the contribution that each individual object makes to the exhibition. Many of the points are supported by appropriate evidence and references to the selected IA prompt.</p>	<p>The exhibition identifies three objects, although the real-world contexts of these objects may be vaguely or imprecisely stated. There is some explanation of the links between the three objects and the selected IA prompt. There is some justification for the inclusion of each object in the exhibition. Some of the points are supported by evidence and references to the selected IA prompt.</p>	<p>The exhibition identifies three objects, although the real-world contexts of the objects may be implied rather than explicitly stated. Basic links between the objects and the selected IA prompt are made, but the explanation of these links is unconvincing and/or unfocused. There is a superficial justification for the inclusion of each object in the exhibition. Reasons for the inclusion of the objects are offered, but these are not supported by appropriate evidence and/or lack relevance to the selected IA prompt. There may be significant repetition across the justifications of the different objects.</p>	<p>The exhibition presents three objects, but the real-world contexts of these objects are not stated, or the images presented may be highly generic images of types of object rather than of specific real-world objects. Links between the objects and the selected IA prompt are made, but these are minimal, tenuous, or it is not clear what the student is trying to convey. There is very little justification offered for the inclusion of each object in the exhibition. The commentary on the objects is highly descriptive or consists only of unsupported assertions.</p>	<p>The exhibition does not reach the standard described by the other levels or does not use one of the IA prompts provided.</p>
Possible characteristics					
<p>Convincing Lucid Precise</p>	<p>Focused Relevant Coherent</p>	<p>Adequate Competent Acceptable</p>	<p>Simplistic Limited Underdeveloped</p>	<p>Ineffective Descriptive Incoherent</p>	