

IB Higher Level Essay Rubric

Name _____

Period _____

Criterion A: Knowledge, understanding, & interpretation <ul style="list-style-type: none"> • How well does the candidate demonstrate knowledge & understanding of the work or text chosen? • To what extent does the candidate make use of knowledge and understanding of the work/text to draw conclusions in relation to the chosen topic? • How well are ideas supported by references to the work/text in relation to the chosen topic? 	5 Marks There is excellent knowledge and understanding of the work or text shown through the essay and a persuasive interpretation of their implications in relation to the chosen topic. References to the work or text are well chosen and effectively support the candidate's ideas in relation to the chosen topic.	4 Marks There is good knowledge and understanding of the work or text shown through the essay and a sustained interpretation of its implications in relation to the topic chosen. References to the work or text are relevant and support the candidate's ideas in relation to the chosen topic.	3 Marks There is satisfactory knowledge and understanding of the work or text shown through the essay and an interpretation of its implications in relation to the topic chosen. References to the work or text are generally relevant and mostly support the candidate's ideas in relation to the chosen topic.	2 Marks There is some knowledge and understanding of the work or text shown through the essay in relation to the topic chosen. References to the work or text are at times appropriate in relation to the chosen topic.	1 Mark There is little knowledge and understanding of the work or text shown through the essay in relation to the topic chosen. References to the work or text are infrequent or are rarely appropriate in relation to the chosen topic.	0 Marks The work does not reach a standard described by the previous descriptors.
Criterion B: Analysis and evaluation <ul style="list-style-type: none"> • To what extent does the candidate analyze and evaluate how the choices of language, technique and style, and broader authorial choices shape meaning in relation to the chosen topic? 	The essay demonstrates a consistently insightful and convincing analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.	The essay demonstrates an appropriate and at times insightful analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.	The essay demonstrates a generally appropriate analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.	The essay demonstrates some appropriate analysis of textual features and the author's broader choices in relation to the chosen topic, but is reliant on description.	The essay is descriptive and demonstrates little relevant analysis of textual features and the author's broader choices in relation to the chosen topic.	The work does not reach a standard described by the previous descriptors.
Criterion C: Focus, Organization and Development <ul style="list-style-type: none"> • How well organized, focused and developed is the presentation of ideas in the essay? • How well are example integrated into the essay? 	The essay is effectively organized and cohesive. The line of inquiry is well developed. Supporting examples are well integrated into the structure of the sentences and paragraphs.	The essay is well organized and mostly cohesive. The line of inquiry is adequately developed. Supporting examples are mostly well integrated into the structure of the sentences and paragraphs.	The essay is adequately organized in a generally cohesive manner. There is some development of the line of inquiry. Supporting examples are sometimes integrated into the structure of the sentences and paragraphs.	Some organization is apparent. There is little development of a line of inquiry. Supporting examples are rarely integrated into the structure of the sentences and paragraphs.	Little organization is present. No discernible line of inquiry is apparent in the essay. Supporting examples are not integrated into the structure of sentences and paragraphs.	The work does not reach a standard described by the previous descriptors.
Criterion D: Language <ul style="list-style-type: none"> • How clear, varied and accurate is the language? • How appropriate is the choice of register and style? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology.)	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to task.	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to task.	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to task.	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.	The work does not reach a standard described by the previous descriptors.