DBQ Paragraph Rubric

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|  | Exceeds Standard | Meets Standard | Below Standard |
| Introduction | Sophisticated context that hints at complexities of the “big idea” that the prompt is a part of  Global, historical, geographical context | Provides context for “big idea” that the prompt is a part of  Global, historical, geographical context | Minimal guidance to the thesis statement  Inappropriate context |
| Thesis | Reflects the complexities of questions and/or issues generated from the prompt  Strong, Sophisticated language  Clear & arguable | Easily identified thesis that is on-topic  Strong language  Clear & arguable | Unclear or developing thesis; simply re-stating prompt  Simple, weak language—includes “I think..,” “I believe…”  Not clear and/or arguable |
| Topic Sentences | Per claim, specific topic sentences that guide reader to next key concept & reinforce thesis  Highly Analytical  Strong, Sophisticated language | Per claim, most topic sentences specifically reference a key concept that matches the thesis  Analytical  Strong language | Missing or too general topic sentences that may not relate to the thesis  Lacking analytical element  Simple, weak language |
| Docs | All docs used appropriately  At least three well developed clusters | All but one doc used  2-3 less developed clusters | Missing 2 or more docs  Some docs used inappropriately |
| Analysis  Demonstrate level of Change & Continuity from before \_\_\_\_\_\_\_\_  Demonstrate why & how the level of C/C you claim  Demonstrate the impact of C/C | Complex, thoughtful analysis of the evidence is used to prove the topic sentence/thesis | Evidence is connected to the questions and/or issues raised by the prompt | General discussion of topic |
| POV | Clearly explains how info. in 3 or more dos are shaped by who said them, when they were written, or why they were written | Clearly explains POV for 2 or 3 less connections less well explained | One doc POV or multiple weakly |
| Outside Knowledge | Includes outside knowledge **AND** explains why/how thesis/topic sentence is supported | Includes outside knowledge, but explanation why may be less thorough | No outside knowledge or it does **NOT** support thesis/topic sentence |