DBQ Paragraph Rubric

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|  | Exceeds Standard | Meets Standard | Below Standard |
| Thesis | Reflects the complexities of questions and/or issues generated from the promptStrong, Sophisticated languageClear & arguable | Easily identified thesis that is on-topicStrong languageClear & arguable | Unclear or developing thesisSimple, 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 Strong, Sophisticated language | Per claim, most topic sentences specifically reference a key concept that matches the thesisStrong language | Missing or too general topic sentences that may not relate to the thesisSimple, weak language |
| Evidence | Abundant, credible, relevant and compelling evidence from textbook, docs, notebook etc. (4 or more) | Reliable and mostly relevant evidence primarily from docs(3 or more) | Little to no evidence that is questionable or irrelevant (less than 3) |
| Analysis | 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 |
| Number of Body Paragraphs | Three exceptionally well-developed body paragraphs | Two to three well-developed paragraphs | Two or less poorly developed paragraphs |