DBQ Paragraph Rubric

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exceeds Standard | Meets Standard | Below Standard |
| 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  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  Strong, Sophisticated language | Per claim, most topic sentences specifically reference a key concept that matches the thesis  Strong language | Missing or too general topic sentences that may not relate to the thesis  Simple, 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 |