History DBQ Rubric

New West Charter School

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|  | 5 | 4 | 3 | 2 | 1 |
| **Thesis**  Addresses the prompt and maps out the argument to be made. | Contains a clearly stated thesis that identifies the major reasons used to answer the question. | Contains a general stated thesis that identifies/maps out the major reasons used to answer the question. | Contains a thesis that begins to identify the major reasons used to answer the question. | Contains a thesis that only repeats or rephrases the question | Contains no thesis |
| **Use of Documents**: Effectively uses documents to support arguments | Skillfully uses all or most of the documents/artifacts and:  Contains no significant factual errors or misrepresentation of documents.  Recognizes point of view where applicable.  Draws inferences and conclusion | Skillfully uses most of the documents/artifacts and:  Contains a few factual errors or misrepresentations of documents  Recognizes point of view where applicable.  Formulates generally accurate conclusions | Uses some of the documents/artifacts and:    Contains little supplementary information  Attempts to formulate some conclusions: may contain some factual errors.  Does not recognize point of view | Uses little information from the documents and:  Merely quotes or briefly cites documents or misunderstands documents.  Draws vague conclusions  Does not recognize point of view | No use of  documents  in essay. |
| **Analysis:**  Makes plausible inferences and a rational argument | Incorporates accurate and relevant background knowledge. Presents analysis which reflects understanding of complex issues. | Incorporates accurate and relevant background knowledge. Presents analysis which reflects some understanding/analysis of complex issues. | Attempts rational argument and attempts to connect outside knowledge and/or evidence from documents to the thesis. | Uses minimal information from documents or copies from documents and uses minimal outside information. Analysis, although attempted is not accurate. | Uses unclear or inaccurate information for documents. Includes no outside information. .Fails to provide analysis. |
| **Organization and Clarity:**  A coherent essay with thesis, topic sentence, analysis, and conclusion | Writes a well developed essay consistently demonstrating clear and logical organization including a strong introductory paragraph that includes a clear thesis and a conclusion that effectively summarizes the argument. | Introductory paragraph includes a clear thesis. Body paragraphs contain topic sentences and substantial supporting evidence. Fluid writing and organization move the argument forward. Student provides basic conclusion. | Unevenly developed with a general plan of organization. Introductory paragraph contains a weak thesis or thesis is misplaced.  Some body paragraphs lack cohesion. Describes documents more often than draws conclusion. | Essay is poorly organized.  Vague or missing introduction and/ or a conclusion. | Organization is not evident. Does not include an introduction or conclusion |
| **Mechanics:**  The paper is free of mechanical errors in grammar, sentence structure, vocabulary usage, spelling, and punctuation. | Sentences are effective and coherent. Vocabulary is broad, and word choice shows attention to the audience, purpose, and context for writing. Word choice, sentence structure, and tone are appropriate for the context. The paper is nearly free of errors of spelling, grammar, punctuation, and word choice. | The document gives an overall impression of sentence-level coherence but may include occasional lapses. Word choice, sentence structure, and tone are generally appropriate for grade-level writing.  Errors of spelling, grammar, punctuation, or word choice may be present but are not intrusive. | The document is understandable but contains many confusing or ineffective sentences, shows frequent lapses of tone, or is written in an overly simplistic or overly elaborate style. Vocabulary is narrow, or often  improperly used. Errors of spelling, grammar, punctuation, or word choice, are frequent, noticeable, and/or intrusive. | Large portions of the essay fail to convey their point due to sentence structure issues. Vocabulary is frequently inappropriate and/or suggests that the writer is using words s/he does not understand. The writing shows seriously deficient control of grammar, spelling, and punctuation conventions. | The essay as a whole is virtually unreadable due to mechanical issues. |
| Total Score \_\_\_\_\_\_\_\_\_\_\_ and Comments: | | | | | |