

DBQ RUBRIC

Name _____ HTS _____

CORE ELEMENTS	POINTS																								
<p>A. THESIS: Argumentation plus the targeted skill (0-2 points)</p> <p>States a <i>clear, well-developed thesis</i> that directly addresses all parts of the question. 2 pts</p> <p>States a <i>thesis</i> that directly addresses all parts of the question. The thesis must do more than restate the question. 1 pt</p> <p>Thesis <i>restates the question</i> or there is no thesis stated. 0 pts</p>																									
<p>B. ANALYSIS OF HISTORICAL EVIDENCE (DOCUMENTS): Use of Evidence, Argumentation plus targeted skill (0-3 points)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 7.5%;">Doc 1</th> <th style="width: 7.5%;">Doc 2</th> <th style="width: 7.5%;">Doc 3</th> <th style="width: 7.5%;">Doc 4</th> <th style="width: 7.5%;">Doc 5</th> <th style="width: 7.5%;">Doc 6</th> <th style="width: 7.5%;">Doc 7</th> </tr> </thead> <tbody> <tr> <td>Offers plausible analysis of the content, explicitly using this analysis to support the stated thesis or a relevant argument.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Uses at least one of the following for the analysis of each document: <i>Historical context</i> <i>Intended audience</i> <i>Purpose</i> <i>Point of view</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>All documents used effectively in <i>both</i> categories. 3 pts</p> <p>A majority of the documents used effectively in <i>both</i> categories. 2 pts</p> <p>Less than a majority of the documents used effectively in <i>both</i> categories. 1 pt</p> <p>No documents analyzed, or both categories are not addressed. 0 pts</p>		Doc 1	Doc 2	Doc 3	Doc 4	Doc 5	Doc 6	Doc 7	Offers plausible analysis of the content, explicitly using this analysis to support the stated thesis or a relevant argument.								Uses at least one of the following for the analysis of each document: <i>Historical context</i> <i>Intended audience</i> <i>Purpose</i> <i>Point of view</i>								
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<p>C. SUPPORT OF ARGUMENT: Use of Evidence, Argumentation plus targeted skill (0-2 points)</p> <p>Offers plausible analysis of several historical examples beyond/outside the documents to support the stated thesis or a relevant argument. 2 pts</p> <p>Offers plausible analysis of no more than two historical examples beyond/outside the documents to support the stated thesis or a relevant argument. 1 pt</p> <p>Offers no analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument. 0 pts</p>																									
<p>D. CONTEXTUALIZATION (0-1 point)</p> <p>Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes. 1 pt</p> <p>Does not accurately or explicitly connect historical phenomena relevant to the argument to broader historical events and/or processes. 0 pts</p>																									

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<p>E. SYNTHESIS (0-1 point)</p> <p>Appropriately extends or modifies the stated thesis or argument. 1 pt</p> <p>Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument. 1 pt</p> <p>Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances. 1 pt</p>	
<p>F. ACCURACY (0-1 point)</p> <p>Contains no factual errors. 1 pt</p> <p>Contains factual errors. 0 pts</p>	

- Thesis needs to be better organized
- Thesis needs to be more concise
- Thesis needs more clarity

- Conclusion needs to be better organized
- Conclusion needs to be more concise
- Conclusion needs more clarity

- Facts provided are too general in nature
- Contains imbalance response to the parts of the question

- Relies too much on the documents
- Documents need to be used in a more substantial manner
- Do not use leading clauses to address the documents (As seen in..., Doc X shows that..., etc.)
- Do not directly quote from the documents

- Stronger analysis makes this a stronger essay
- Stronger organization makes this a stronger essay
- Argument tends to be redundant, needs a more expansive treatment of the topic

- Do not use "I," "our," "we," "us," "you," etc., statements
- Do not use write in colloquial or casual style prose
- Do not use extreme statements (always, ever, never, none, etc.)

Conversion to grades:

- 10 = A (100)
- 9 = A- (92)
- 8 = B+ (89)
- 7 = B (86)
- 6 = B- (82)
- 5 = C+ (79)
- 4 = C (76)
- 3 = C- (72)
- 2 = D (69)
- 1 = F (50)