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| **Characteristic** | **10-9** | **8-6** | **5-3** | **2-0** |
| **Thesis & Introduction** | Clear, well developed thesis. Intro provides context and grabs the reader’s attention. | Contains a clear thesis with limited development or a thesis that is somewhat unclear; context is limited. | Lacks a thesis, or thesis may be confused or underdeveloped; context is weak or not included. | No thesis |
| **Analysis, Attention to Prompt** | Provides effective analysis of the question; some imbalance permissible; address the prompt | Limited analysis, mostly describes; gives adequate attention to the prompt | Weak or inappropriate analysis; mostly just describes document; does not fully address prompt | No analysis; does not respond to the prompt |
| **Use of Documents** | Effectively uses a substantial number of documents.  Documents supplement analysis and are balanced with outside information | Effectively uses some of documents; may only restate information found in documents. Documents not clearly referenced. | Poor use of documents with only brief citation or paraphrase; not enough documents used to support analysis | Almost no use of or inappropriate attempts to use documents |
| **Supportive Information** | Supports thesis with substantial, relevant information. Outside information is balanced with use of documents in the analysis of the question | Supports thesis with some factual information; some opportunities are missed. | Lacks supporting information, or information given is minimal | Incompetent, inappropriate responses |
| **Grammar, Structure, Organization, and Writing** | May contain insignificant errors; is well organized and written; paper utilizes topic sentences, evidence, explanation, and concluding statements. | May contain minor errors that do not detract from overall essay; competent, but not exceptional. Organization is acceptable | May contain major errors; poorly organized; weak writing | Contains many major or minor errors; disorganized; poorly written |

DBQ Rubric

Comments:

Grade: \_\_/50