

Draft Rubric, Middle School History DBQ, OUSD 2008-2009

	5	4	3	2	1
Thesis: <i>Addresses the prompt and maps out the argument to be made</i>	Contains a thoughtful, well-developed thesis that clearly identifies/maps out the major reasons used to answer the question.	Contains a thesis that clearly 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 prompt.	Contains no thesis.
Use of Documents: <i>Effectively uses documents to support arguments</i>	<p>Skillfully uses multiple documents/artifacts, and uses each of these skills at least once:</p> <ul style="list-style-type: none"> ▪ Understands author’s or creator’s point of view, purpose, and audience ▪ Makes connections between documents by grouping similar positions or identifying contradictions ▪ Identifies and refutes contrary evidence ▪ Draws plausible inferences and conclusions 	<p>Effectively uses multiple documents/artifacts and uses each of these skills at least once:</p> <ul style="list-style-type: none"> ▪ Understands author or creator’s point of view, purpose, and audience ▪ Makes connections between documents by grouping similar positions or identifying contradictions ▪ Addresses contrary evidence ▪ Draws plausible inferences and conclusions 	<p>Effectively uses a few of the documents and uses these skills at least once:</p> <ul style="list-style-type: none"> ▪ Understands author’s or creator’s point of view, purpose, and audience ▪ Makes some connections between documents by grouping similar positions or identifying contradictions 	Merely quotes or briefly cites documents, or misunderstands documents.	Ignores documents.
Analysis: <i>Makes plausible inferences and makes a rational argument</i>	Convincingly connects background knowledge and evidence drawn from documents to make an argument that effectively supports thesis. Identifies and counters opposing arguments.	Connects background knowledge and evidence drawn from source documents to make an argument that effectively supports the thesis statement. Identifies and addresses opposing arguments.	Attempts rational argument and either connects outside knowledge and/or evidence from documents to the thesis or counters opposing arguments.	Simply narrates the events or lists specific pieces of evidence.	Misunderstands the question.
Organization and Clarity: <i>A coherent essay with thesis, topic sentences, analysis, and conclusion</i>	Introductory paragraph includes a clear thesis. Body paragraphs contain topic sentences and compelling supporting evidence. Fluid writing and organization move the argument forward. The conclusion effectively summarizes the argument and adds significance.	Introductory paragraph includes a clear thesis. Body paragraphs contain topic sentences and substantial supporting evidence. The conclusion effectively summarizes the argument and may add significance.	Introductory paragraph includes a thesis. Body paragraphs contain topic sentences with some supporting evidence. Conclusion summarizes the argument.	Introductory paragraph contains a weak thesis or thesis is misplaced. Some body paragraphs lack cohesion and/or conclusion is weak or absent.	Organization is so poor it inhibits understanding.
Total Score _____ and Comments: _____					