Document Based Question Scoring Rubric

**Directions**: Use the scoring rubric below to evaluate a DBQ essay.

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| **Criteria** | **5** | **4** | **3** | **2** | **1** | **0** | **Score** |
| **thesis / answers question** | Strong thesis- responds directly to the question | Thesis stated- answers the question | Addresses the question but has weak structure and focus. | Poor focus; fails to answer the question adequately. | Fails to address the question; confusing and unfocused. | No thesis; no attempt to address the question. |  |
| **use of documents / evidence** | Uses documents completely and accurately; weighs the importance and validity of evidence | Uses documents correctly; recognizes that all evidence is not equally valid | Uses most documents correctly- simplistic analysis; does not always weigh the importance and validity of evidence. | Some documents used correctly; some only paraphrased or misunderstood; fails to recognize any difference in the validity of evidence. | Fails to use documents correctly; simply paraphrased or misunderstood. | Ignores or misuses the documents. |  |
| **outside information** | Cites considerable relevant information from outside learning | Cites some relevant information from outside learning | Includes little relevant information from outside learning. | Includes little information from outside learning- what is included is irrelevant. | Includes no relevant information from beyond the documents. | Includes no information from beyond the documents. |  |
| **understanding of topic** | Displays a thorough understanding of the topic and related issues | Shows an understanding of the topic and related issues. | Shows basic, though simplistic, understanding of the topic and related issues. | Show little understanding of the topic and related issues. | Shows almost no understanding of the topic or related issues. | Shows no understanding of the topic or related issues. |  |
| **use of language** | Well structured, well written; proper spelling, grammar, mechanics | Clearly written and coherent; some minor errors in writing | Weaker organization; some errors in writing detract form essay's meaning. | Poorly organized; many errors in standard English | Disorganized; littered with errors in standard English. | Lacks any organization; little attempt made; blank paper. |  |
| **total score:**  |