

Name: \_\_\_\_\_ Element: \_\_\_\_\_

## 8th Grade DBQ Rubric

Evaluation Criteria	Rubric	Decision rules	SCORE
<b>Thesis / claim</b> <b>(0 – 1 point)</b>	1 point. Responds to the prompt with a historically defensible thesis/ claim that establishes a line of reasoning.	<ul style="list-style-type: none"> <li>- 1-3 sentences</li> <li>- In introduction or conclusion</li> <li>- Historically defensible</li> <li>- Line of reasoning</li> </ul> <p><i>Example lines of reasoning:</i>  <i>X, because A, B and C.</i>  <i>Although Y, X, because A, B and C.</i>  <i>A, B and C, therefore X.</i></p>	
<b>Contextualization</b> <b>(0–1 point)</b>	1 point. Describes a broader historical context relevant to the prompt.	<ul style="list-style-type: none"> <li>- In introduction</li> <li>- Links the topic to broader historical developments</li> <li>- AT LEAST TWO specific background facts</li> <li>- Before, during or after the period.</li> </ul>	
<b>Evidence</b> <b>(0–3 points)</b>	Evidence from the documents 1 point. Uses at least two documents to address the topic of the prompt.  OR 2 points. Uses at least four documents to support an argument in response to the prompt.	<ul style="list-style-type: none"> <li>- Accurately DESCRIBES (rather than simply quoting) the content from the documents</li> <li>- (To gain TWO points) Uses the content of the documents to support the thesis</li> </ul>	
	Evidence beyond the documents 1 point. Uses at least two additional pieces of specific historical evidence (beyond the documents) relevant to an argument about the prompt.	<ul style="list-style-type: none"> <li>- More than a simple phrase of reference</li> <li>- Different from the evidence used to earn the point for contextualization</li> <li>- Used to support the thesis</li> </ul>	
<b>Analysis and reasoning</b> <b>(0–1 points)</b>	1 point. Demonstrates a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.	<ul style="list-style-type: none"> <li>- Corroborates, qualifies, or modifies an argument</li> </ul> <p><i>Examples:</i>  <i>Both similarity and difference</i>  <i>Both continuity and change</i>  <i>Multiple causes for one event</i>  <i>Both cause and effect</i></p>	
<b>Essay structure</b> <b>(0-2 points)</b>	1 point.	<ul style="list-style-type: none"> <li>- Is divided into paragraphs</li> <li>- Contains an introduction</li> <li>- Contains two or more body paragraphs</li> </ul>	
	2 points.	<ul style="list-style-type: none"> <li>- Division into body paragraphs is logical (one clearly stated point per paragraph)</li> <li>- Paragraphs are structured according to PEE or TEA (not just lists of facts)</li> </ul>	
<b>Grammar</b> <b>(0-1 points)</b>	1 point.	<ul style="list-style-type: none"> <li>- Consistent use of the past tense and pluralization (past tense and plurals are correct &gt; 90% of the time)</li> </ul>	
<b>Presentation</b> <b>(0-1 points)</b>	1 point.	<ul style="list-style-type: none"> <li>- Essay is legible.</li> </ul>	

