

Rubric for Grading Essential Question Essay

	5	4	3	2	1
Thesis Addresses the prompt and maps out the points to be made	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 Effectively uses documents to support points	<ul style="list-style-type: none"> <input type="checkbox"/> Skillfully uses all documents <input type="checkbox"/> Understands point of view purpose and audience <input type="checkbox"/> Groups similar positions together <input type="checkbox"/> Draws plausible inferences and conclusions 	Effectively uses all skills described in level 5, but less skillfully	Either uses fewer documents or exhibits fewer skills	Merely quotes or briefly cites documents, or misunderstands documents.	Ignores documents
Analysis Makes rational points	Convincingly connects background knowledge and evidence drawn from documents to make points that effectively support thesis	Connects knowledge and evidence from documents in an effective way	Attempts to make connections between documents	Simply narrates the events or lists pieces of evidence	Misunderstands the question
Organization and Clarity Uses standard essay format	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	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. Somebody paragraphs lack cohesion and/or conclusion is weak or absent	Organization is so poor it inhibits understanding

Adapted from Middle School DBQ Rubric found at Teaching American History/Oakland History Collaborative (I don't know if this needs a permission)
http://www.teachingamericanhistory.us/resources/assessments/documents_8/ms_dbq_rubric.pdf