

AP History DBQ Rubric

Name: _____

Points Earned	Scoring Criteria	Decision Rules: (See circled/highlighted)
<p>____/1</p> <input type="checkbox"/> Did not specifically address the prompt. <input type="checkbox"/> Insufficiently analytical <input type="checkbox"/> No attempted thesis	<p>A. Thesis Claim/1 pt.</p> <p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>	<p>To earn this point, the thesis must make a specific claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more contiguous sentences located either in the introduction or the conclusion, & must be clear & analytical.</p>
<p>____/1</p> <input type="checkbox"/> Insufficient information <input type="checkbox"/> Irrelevant/not historically significant	<p>B. Contextualization 1 pt.</p> <p>Describes a broader historical context relevant to the prompt.</p>	<p>To earn this point, the response must situate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. Context must be thoroughly detailed, & more than a phrase/sentence</p>
<p>____/3</p> <input type="checkbox"/> Doc 1 <input type="checkbox"/> Doc 2 <input type="checkbox"/> Doc 3 <input type="checkbox"/> Doc 4 <input type="checkbox"/> Doc 5 <input type="checkbox"/> Doc 6 <input type="checkbox"/> Doc 7 <input type="checkbox"/> Outside Evidence explained, specific and relevant. <input type="checkbox"/> Outside evidence insufficient, not specific, not relevant to the prompt.	<p>C. Evidence from the Documents</p> <p>1 pt. OR 2 pts.</p> <p>Uses the content of at least three documents to address the topic of the prompt.</p> <p>Supports an argument in response to the prompt using at least six documents.</p>	<p>To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents.</p> <p>To earn two points, the response must accurately describe—rather than simply quote—the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</p>
	<p>C. Evidence beyond the Documents</p> <p>1 pt.: Uses at least two additional pieces of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt</p>	<p>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</p>
<p>____/2</p> <input type="checkbox"/> Doc 1 H I P P <input type="checkbox"/> Doc 2 H I P P <input type="checkbox"/> Doc 3 H I P P <input type="checkbox"/> Doc 4 H I P P <input type="checkbox"/> Doc 5 H I P P <input type="checkbox"/> Doc 6 H I P P <input type="checkbox"/> Doc 7 H I P P <input type="checkbox"/> Demonstrated a complex understanding of the question using supporting evidence. <input type="checkbox"/> Essay explanation simplistic, does not show nuance or depth of historical understanding. <input type="checkbox"/> Unbalanced, did not address both elements of the historical thinking skill {HRS}	<p>D. Analysis & Reasoning: Analyzing Documents 1 pt.</p> <p>For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.</p>	<p>To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced. Always attempt at least 4!</p>
	<p>D. Analysis & Reasoning: Essay Complexity & Quality 1 pt.</p> <p>Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>	<p>A response may demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explaining nuance by analyzing multiple variables <input type="checkbox"/> Explaining both similarity & difference, or explaining both continuity & change, or explaining multiple causes, or explaining both cause & effect <input type="checkbox"/> Explaining relevant and insightful connections within and across periods <input type="checkbox"/> Confirming the validity of an argument by corroborating multiple perspectives across themes <input type="checkbox"/> Qualifying or modifying an argument by considering diverse or alternative views or evidence <p>This understanding must be part of the argument, not merely a phrase or reference.</p>

Score:	Grade:	Comments:
7=100 6=90 5=85 4=80 3=75 2=70 1= 65 0= 60 (if attempted) Range set by teacher: scale subject to change.		

