# AP History DBQ Rubric Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Points Earned** | | **Scoring Criteria** | | **Decision Rules: (See circled/highlighted)** |
| **\_\_\_\_/1**  🞎 Did not specifically address the prompt.  🞎 Insufficiently analytical  🞎 No attempted thesis | | 1. **Thesis Claim/1 pt.**   Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. | | *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****.* |
| **\_\_\_\_/1**  🞎 Insufficient information  🞎 Irrelevant/not historically significant | | 1. **Contextualization 1 pt.**   Describes a broader historical context relevant to the prompt. | | *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* |
| **\_\_\_\_/3**  🞎 Doc 1  🞎 Doc 2  🞎 Doc 3  🞎 Doc 4  🞎 Doc 5  🞎 Doc 6  🞎 Doc 7  🞎 Outside Evidence explained, specific and relevant.  🞎 Outside evidence insufficient, not specific, not relevant to the prompt. | | 1. **Evidence from the Documents** | | *To earn* ***one*** *point, the response must accurately describe — rather than simply quote — the content from at least* ***three*** *of the documents.*  *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.* |
| **1 pt. OR 2 pts.**  Uses the Supports an  content of at **argument** in  least **three** response to  documents to the prompt  address the using at  **topic** of the least **six**  prompt.   documents. | |
| 1. **Evidence beyond the Documents** | | *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.* |
| **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 | |
| **\_\_\_\_/2**  🞎 Doc 1 H I P P  🞎 Doc 2 H I P P  🞎 Doc 3 H I P P  🞎 Doc 4 H I P P  🞎 Doc 5 H I P P  🞎 Doc 6 H I P P  🞎 Doc 7 H I P P  🞎 Demonstrated a complex understanding of the question using supporting evidence.  🞎 Essay explanation simplistic, does not show nuance or depth of historical understanding.  🞎 Unbalanced, did not address both elements of the historical thinking skill {HTS} | | 1. **Analysis & Reasoning: Analyzing Documents 1 pt.**   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. | | *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!* |
| 1. **Analysis & Reasoning: Essay Complexity & Quality 1 pt.**   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. | | *A response may demonstrate a complex understanding in a variety of ways, such as:*   * *Explaining nuance by analyzing multiple variables* * *Explaining both similarity & difference, or explaining both continuity & change, or explaining multiple causes, or explaining both cause & effect* * *Explaining relevant and insightful connections within and across periods* * *Confirming the validity of an argument by corroborating multiple perspectives across themes* * *Qualifying or modifying an argument by considering diverse or alternative views or evidence*   *This understanding must be part of the argument, not merely a phrase or reference.* |
| Score: | Grade: | | **Comments:** | |
| 7=50 6=45 (90%) 5=42 (84%) 4=37 (74%) 3=35(70%) 2=33(66%)  1= 30 (60%) 0= 25(50%) (if attempted) Range set by teacher: scale subject to change. | | |