**AP History DBQ Rubric (7 Points)**

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| **Reporting Category** | **Scoring Criteria** | **Decision Rules** |
| **A.  THESIS/CLAIM**  **(0-1 POINT)** | **1 POINT** 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 claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. |
| **B. CONTEXTUALIZATION (0-1 POINT)** | **1 POINT** Describes a broader historical context relevant to the prompt. | To earn this point, the response must describe broader historical events, developments, or processes that occur before, during, or after the time frame of the prompt that are relevant to the topic. This point is not awarded for merely a phrase or reference. |
| **C.  EVIDENCE**  **(0-3 POINTS)** | **Evidence From the Documents**  **ONE POINT**  Uses the content of at least **three (3)** documents to address the topic of the prompt.  OR  **TWO POINTS** Supports an **argument** in response to the prompt using at least **four (4)** documents.  **Evidence Beyond the Documents**  **ONE POINT**  Uses at least **one** additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument in response to the prompt. | 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 four documents. In addition, the response must use the content of the four documents to support an argument in response to the prompt. |

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| **D. ANALYSIS AND REASONING**  **(0-2 POINTS)** | **ONE POINT**  For at least **two** documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.  **ONE POINT**  Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence. | 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 two documents sourced.  A response may demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:  Explaining multiple themes or perspectives to explore complexity or nuance; OR  Explaining multiple causes and effects. Multiple similarities or differences, or multiple continuities or change; **OR**  Explaining both cause and effect, both similarity and difference, or both continuity and change; **OR**  Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.  A response may demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:  Effectively using **seven (7)** documents to support an argument that responds to the prompt; **OR**  Explaining how the point of view, purpose, historical situation, and/or audience of at least **four (4)** documents supports an argument that responds to the prompt; **OR**  Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of difference perspectives relevant to the prompt.  This complex understanding must be part of the argument and may be demonstrated in any part of the response.  While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. |