

AP History DBQ Rubric

Name: _____

Points Earned	Scoring Criteria	Decision Rules: (See circled/highlighted)
<p>____/1</p> <p><input type="checkbox"/> Did not specifically address the prompt.</p> <p><input type="checkbox"/> Insufficiently analytical</p> <p><input type="checkbox"/> No attempted thesis</p>	<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> <p><input type="checkbox"/> Insufficient information</p> <p><input type="checkbox"/> Irrelevant/not historically significant</p>	<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> <p><input type="checkbox"/> Doc 1</p> <p><input type="checkbox"/> Doc 2</p> <p><input type="checkbox"/> Doc 3</p> <p><input type="checkbox"/> Doc 4</p> <p><input type="checkbox"/> Doc 5</p> <p><input type="checkbox"/> Doc 6</p> <p><input type="checkbox"/> Doc 7</p> <p><input type="checkbox"/> Outside Evidence explained, specific and relevant.</p> <p><input type="checkbox"/> Outside evidence insufficient, not specific, not relevant to the prompt.</p>	<p>C. Evidence from the Documents</p> <p>1 pt. Uses the content of at least three documents to address the topic of the prompt.</p> <p>OR</p> <p>2 pts. 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> <p><input type="checkbox"/> Doc 1 H I P P</p> <p><input type="checkbox"/> Doc 2 H I P P</p> <p><input type="checkbox"/> Doc 3 H I P P</p> <p><input type="checkbox"/> Doc 4 H I P P</p> <p><input type="checkbox"/> Doc 5 H I P P</p> <p><input type="checkbox"/> Doc 6 H I P P</p> <p><input type="checkbox"/> Doc 7 H I P P</p> <p><input type="checkbox"/> Demonstrated a complex understanding of the question using supporting evidence.</p> <p><input type="checkbox"/> Essay explanation simplistic, does not show nuance or depth of historical understanding.</p> <p><input type="checkbox"/> Unbalanced, did not address both elements of the historical thinking skill {HTS}</p>	<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> <p><i>Explaining nuance by analyzing multiple variables</i></p> <p><i>Explaining both similarity & difference, or explaining both continuity & change, or explaining multiple causes, or explaining both cause & effect</i></p> <p><i>Explaining relevant and insightful connections within and across periods</i></p> <p><i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i></p> <p><i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></p> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></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.		

AP History LEQ Rubric (6 points)

Name: _____

Score Earned	Scoring Criteria	Decision Rules (See Circled/Highlighted)
____/1 <input type="checkbox"/> Did not specifically address the prompt. <input type="checkbox"/> Insufficiently analytical <input type="checkbox"/> No attempted thesis.	A. Thesis/Claim 1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>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.</i>
____/1 <input type="checkbox"/> Insufficient information <input type="checkbox"/> Irrelevant/not historically significant	B. Contextualization 1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate 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. This point is not awarded for merely a phrase or a reference.</i>
____/2 <input type="checkbox"/> Identifies relevant specific historical examples/evidence that addresses the prompt. <input type="checkbox"/> Uses specific historical evidence to support an argument in response to the prompt—supports the thesis. <input type="checkbox"/> Insufficient or irrelevant specific historical evidence <input type="checkbox"/> Evidence fails to support the argument/thesis.	C. Evidence 0-2 Pts. 1 pt. OR 2 pts. Provides specific examples of evidence relevant to the topic of the prompt.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i> <i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>
	Supports an argument in response to the prompt using specific and relevant examples of evidence.	
____/2 <input type="checkbox"/> Demonstrates historical reasoning and shows mastery of the HTS (comparison, causation, CCOT) to frame or structure an argument. <input type="checkbox"/> Demonstrates a complex understanding of the historical question. (see circled points) <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 {HTS} <input type="checkbox"/> Attempts to make historical connections were insufficient.	D. Analysis and Reasoning 0-2 pts. 1 pt. OR 2 pts. Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	<i>Point 1: the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i> <i>Point 2: the response must demonstrate a complex understanding: For example:</i> <ul style="list-style-type: none"> • Explains nuance by analyzing multiple variables • Explains both similarity & difference, or explaining both continuity & change, or explaining multiple causes, or explaining both causes & effects • Explains relevant and insightful connections within and across periods • Confirms the validity of an argument by corroborating multiple perspectives across themes • Qualifies OR modifies an argument by considering diverse or alternative views or evidence <i>This understanding must be part of the argument, not merely a phrase or reference.</i>
	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	
Score:	Grade:	Comments:
6=100, 5=90, 4=85 3=80 2=75 1=70 0= 60 (if attempted) Range determined by teacher: Scale subject to change		