AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria	Decision Rules	
A THESIS/CLAIM (0-1 pt)	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 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 pt)	1 pt. Describes a broader historical context relevant to the prompt.	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 reference.	
C EVIDENCE (0-3 pts)	Evidence from the Documents 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.	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 respons must use the content of the documents to support a argument in response to the prompt.	
	1 pt. Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.	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.	
D ANALYSIS AND REASONING (0-2 pts)	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.	
	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 of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and 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. 	

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			ontext rele	vant to the prompt.	
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HESIS	/ CLAIM				
Respond	•	mpt with a e of reasoni	historically ng.	defensible thesis/claim	
the prompt. introduction	nust make a claim The thesis must n or the conclusio	consist of one or n.	more sentences	ther than merely restating or rephrasing solutions in the solutions in the second solutions.	
	DESCRIBES	SUPPORTS	EXPLAINS	Accurately <u>DESCRIBES</u> the content of at least THREE documents to address	
Doc				the topic of the prompt. Quotes are	
Doc				insufficient to earn this point.	
Doc				SUPPORTS an argument in response to the prompt using at least SIX documents. These documents should meet (and exceed) the standard set for the	e
Doc				description point.	
Doc				For at least THREE documents, EXPLAINS HOW or WHY the	
Doc				document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	,
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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

Based on DBQ guidelines released by the College Board July 2017.

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