AP World/AP Euro/AP US DBQ Rubric

Reporting Category	Scoring Criteria	Point	Points Earned
A Thesis/Claim	 1 point Responds to the prompt with a historically defensible thesis/ claim that establishes a line of reasoning. May not restate or rephrase the prompt Must consist of 1 or more sentences together, either in intro or conclusion 	0-1	/1
B Contextualization	 1 point Describes a broader historical context relevant to the prompt. Cannot be a phrase or simple reference Relate topic of prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of questions 	0-1	/1
C Evidence	EVIDENCE from the DOCUMENTS1 pointOR2 pointsUses the contentSupports an argumentof at least threein response to the promptdocuments tousing at least six documents.address the topicusing at least six documents.of the prompt.••For 1 point, must describe not quote content from minimum of 3 documents•For 2 points, must describe not quote content from minimum of 6 documents. Must use content of documents to support argument in response to the promptEVIDENCE beyond the DOCUMENTS 1 pointUses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.•Cannot be a phrase or simple reference•Must be different from the evidence used to earn the 	0-2	/3
D Analysis and Reasoning	1 point 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. • Must explain how or why the document's point of view, purpose, historical situation, or audience is relevant to argument about the prompt for each of 3 documents sourced • Students should have topic sentences create "connective tissue" throughout the body paragraphs using connecting words to enhance their argument. These sentences should indicate how the documents and/or additional evidence relate to each other and how they relate to the prompt. I point 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.	0-2	/2

 Response can—explain nuance of issue by analyzing multiple variables, explain both similarity and difference, or both continuity and change, or multiple causes, or both causes and effects, explain connections within & across periods, corroborate argument through multiple perspectives across themes, qualify/modify argument through diverse/alternative views/evidence Cannot be a phrase or simple reference 	
TOTAL	/7

Name:

Date: _____

AP World/AP Euro/AP US LEQ Rubric

Reporting Category	Scoring Criteria		Point	Points Earned
A Thesis/Claim	 1 point Responds to the prompt with a historically defensible thesis/ claim that establishes a line of reasoning. May not restate or rephrase the prompt Must consist of 1 or more sentences together, either in intro or conclusion 		0-1	/1
B Contextualization	1 point Describes a broader historical context relevant to the prompt. • Cannot be a phrase or simple reference • Relate topic of prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of question			/1
C Evidence	relevant to topic of prompt	2 points Supports an <i>argument</i> in response to the prompt using specific and relevant examples of evidence. pecific historical examples of evidence ific historical evidence to support ompt	0-2	/2
D Analysis and Reasoning	 frame/structure argument. For 2 points, response can– multiple variables, explain 	2 points Demonstrates a complex understanding of the historical development that is the focus of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. ate use of historical reasoning to Reasoning might be uneven/imbalanced. -explain nuance of issue by analyzing both similarity and difference, or both nultiple causes, or both causes and	0-2	/2

 argument through multiple perspectives across themes, qualify/modify argument through diverse/alternative views/evidence For 2 points, cannot be a phrase or simple reference. Must demonstrate complex understanding Students should have topic sentences create "connective tissue" throughout the body paragraphs using connecting words to enhance their argument. These sentences should indicate how the documents and/or additional evidence relate to each other and how they relate to the prompt. 	AL /6
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