

Name: _____

Date: _____

AP World/AP Euro/AP US DBQ Rubric

Reporting Category	Scoring Criteria	Point	Points Earned
A Thesis/Claim	<p>1 point</p> <p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p> <ul style="list-style-type: none"> • 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	<p>1 point</p> <p>Describes a broader historical context relevant to the prompt.</p> <ul style="list-style-type: none"> • 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	<p><u>EVIDENCE from the DOCUMENTS</u></p> <p>1 point OR 2 points</p> <p>Uses the content of at least <i>three</i> documents to address the topic of the prompt.</p> <ul style="list-style-type: none"> • 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 prompt <p><u>EVIDENCE beyond the DOCUMENTS</u></p> <p>1 point</p> <p>Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p> <ul style="list-style-type: none"> • Cannot be a phrase or simple reference • Must be different from the evidence used to earn the contextualization point 	0-2 0-1	____/3
D Analysis and Reasoning	<p>1 point</p> <p>For at least <i>three</i> documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</p> <ul style="list-style-type: none"> • 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. <p>-----</p> <p>1 point</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>	0-2	____/2

	<p>effects, explain connections within & across periods, corroborate argument through multiple perspectives across themes, qualify/modify argument through diverse/alternative views/evidence</p> <ul style="list-style-type: none">• 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.		
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TOTAL

___/6