Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**AP US DBQ Rubric**

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| **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 DOCUMENTS**  **1 point OR 2 points**  **Uses the content Supports an argument**  **of at least *three* in response to the prompt**  **documents to using at least *six* documents.**  **address the topic**  **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 prompt   **EVIDENCE beyond the DOCUMENTS**  **1 point**  **Uses 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 contextualization point | **0-2**  **0-1** | **\_\_\_/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.   **-----------------------------------------**  **1 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.**   * 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 | **0-2** | **\_\_\_/2** |

**TOTAL \_\_\_/7**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**AP US LEQ Rubric**

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| **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 | **0-1** | **\_\_\_/1** |
| **C Evidence** | **1 point OR 2 points**  **Provides specific examples Supports an *argument* in**  **of evidence relevant to the response to the prompt using**  **topic of the prompt. specific and relevant**  **examples of evidence.**   * For 1 point, must identify specific historical examples of evidence relevant to topic of prompt * For 2 points, must use specific historical evidence to support argument in response to prompt | **0-2** | **\_\_\_/2** |
| **D Analysis and**  **Reasoning** | **1 point OR 2 points**  **Uses historical Demonstrates a complex**  **reasoning understanding of the**  **(comparison, historical development**  **causation, CCOT) that is the focus of the**  **to frame or structure historical development that**  **an argument that is the focus of the prompt,**  **addresses the using evidence to**  **prompt. corroborate, qualify, or**  **modify an argument that**  **addresses the question.**   * For 1 point, must demonstrate use of historical reasoning to frame/structure argument. Reasoning might be uneven/imbalanced. * For 2 points, 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 * 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. | **0-2** | **\_\_\_/2** |

**TOTAL \_\_\_/6**

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| --- |
| **6 = 100 5 = 93 4 = 85 3 = 76 2 = 66 1 = 50** |