

AP World History DBQ Rubric

Name _____

Element	Standard	Points
Thesis & Argument Development	<p><i>Thesis:</i> Presents a <u>thesis</u> that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in either the introduction or the conclusion.</p> <p><u>Improvement needed to earn point:</u></p> <input type="checkbox"/> Thesis is properly argumentative but is not historically defensible (inaccurate). <input type="checkbox"/> Thesis is vague, lacks necessary level of specificity, or restates the prompt.	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -
	<p><i>Argument:</i> Contains a well-developed and cohesive argument throughout the essay that accounts for historical complexity by illustrating corroborative, qualified, or contradictory relationships among historical evidence.</p> <p><u>Improvement needed to earn point:</u></p> <input type="checkbox"/> Argumentation within body paragraphs is not supportive of the thesis. <input type="checkbox"/> Argumentation lacks sophistication (i.e. qualification, contradiction, etc.) <input type="checkbox"/> Needs better organization and/or stronger topic sentences.	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -

Document Usage							
H.I.P.P. Hist. Context Int. Audience Purpose Point of View	1	2	3	4	5	6	7
	H I P P	H I P P	H I P P	H I P P	H I P P	H I P P	H I P P

Document Analysis	<p><i>Evidence:</i> Utilizes the content of at least <u>six</u> (6) of the documents to support the stated thesis or relevant argument.</p> <p><u>Improvement needed to earn point:</u></p> <input type="checkbox"/> Documents are simply listed, summarized, or quoted. <input type="checkbox"/> Utilizes fewer than six documents in support of the stated thesis or relevant argument	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -
	<p><i>Sourcing:</i> Explains the significance of the historical context, intended audience, the author's purpose, or the author's point of view for at least <u>four</u> (4) documents.</p> <p><u>Improvement needed to earn point:</u></p> <input type="checkbox"/> Does not attempt or is lacking in historical context, audience, purpose, or POV. <input type="checkbox"/> Attempts at sourcing are too vague.	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -
Using Evidence Beyond the Documents	<p><i>Contextualization:</i> Situate the document by explaining the broader historical events, developments, or processes immediately relevant to the question.</p> <p><u>Improvement needed to earn point:</u></p> <input type="checkbox"/> Attempts are underdeveloped, lack explanation, or irrelevant to the topic. <input type="checkbox"/> No attempt at contextualization is made. <input type="checkbox"/> Information is inaccurate.	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -
	<p><i>Outside Evidence:</i> Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument</p> <p><u>Improvement needed to earn point:</u></p> <input type="checkbox"/> Does not attempt or outside evidence supports information provided in document. <input type="checkbox"/> Information is inaccurate or outside evidence is "dumped" into essay.	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -
Synthesis	<p><i>Synthesis:</i> Response extends the argument by <u>explaining</u> the connections between the argument and one of the following (must be more than a passing mention):</p> <input type="checkbox"/> A development in a different historical period, situation, era, or geographical area. <input type="checkbox"/> A course theme and/or approach to history that is not the focus of the essay <input type="checkbox"/> A different field of inquiry (such as economics, government & politics, anthropology, etc.)	<input type="checkbox"/> + <input type="checkbox"/> 1 pt. <input type="checkbox"/> -
7 = 100, 6 = 93, 5 = 85, 4 = 78, 3 = 70, 2 = 60, 1 = 50, 0 = 0		/7