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| **APUSH DBQ Rubric 2017-2018** | |
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|  | 0 points | 1 point | 2 points |
| Thesis  (0-1 points) | * Thesis is missing or does not address all parts of the question * Thesis simply restates or paraphrases the question * Poorly organized and written * Thesis is not in the intro or conclusion | * Thesis responds to all parts of the prompt with a historically defensible thesis/claim that establishes your basic argument * Thesis does more than restate the question * Thesis is well organized and written * Thesis is in the introduction or conclusion |  |
| Context  (0-1 points) | * Has only limited connections between the question and the time period. Inadequate explanation. * Duplicates information from the documents (no new information) | * Clearly establishes the time period addressed in this essay (about a 40 year span) * Effectively explains the broader historical events, developments or processes within the United States in this time period and connects it to the topic of the essay * Should be multiple sentences or a paragraph |  |
| Document Use   (0-3 points) | **0 pts**   * May use **<3** documents or use them weakly * Simply quotes documents     **\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_**   * May do Happy for **<3** documents * May identify Happy but not explain how it is relevant to the argument | **1 point**   * Uses the content of **3+** documents to address the topic of the prompt     **1 2 3 4 5 6 7**  **\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_**   * Explains how or why **3+** of the following are relevant to an argument: * Historical Situation * Audience * Purpose * Point of View   **1 2 3 4 5 6 7** | **2 points**   * Uses 6+ documents to support an argument in response to the prompt     **\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_** |
| Evidence Beyond the Documents  (0-1 point) | * Does not include any outside evidence * Has outside evidence but does not use it to advance the argument of the essay * Only has evidence beyond the documents closely related to documents (or in Context) | * Provides examples or additional specific evidence beyond those found in the documents to support or qualify the argument about the prompt * Should be multiple sentences (3-4 ideally) * Must be separate from Historical Situation or Context |  |
| Complexity of Argument  (0-1 points) | * Poorly organized and written essay * Develops a straightforward argument that does not recognize exceptions or contradictions * Attempts one of the techniques to the right, but does it superficially or inadequately | * Well-organized and written essay * Develops and supports a cohesive argument that is the focus of the prompt and recognizes and accounts for historical complexity * Should be multiple sentences (four or more) * May use evidence to corroborate, qualify, or modify an argument that addresses the question. This may be demonstrated by:   + **Explaining both similarity and difference, continuity and change, multiple causes, cause and effects**   + Qualifying an argument by considering diverse views or evidence (ex. An exceptions paragraph)   + Corroborate or qualify your argument with multiple perspectives   + Explaining relevant connections across time (more than 20 years away from the topic) or place (in a different country in this same period) | **Corroborate**: support the argument  **Qualify**: limit the argument  **Modify**: make exceptions to the argument |

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| DBQ Points | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Score | 24 | 22 | 20 | 18 | 16 | 14 | 12 | 10 |

**DBQ Score:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: