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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
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| 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
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| 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

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| 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: