**AP History Document-Based Question Rubric with Scoring Notes**

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| 1. **Thesis and Argument Development**

2 Points | **Targeted Skill:** Argumentation  | **Score** |
| **1 Point**Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consists of one or more sentences located in one place, either in the introduction or the conclusion. *(Neither the Intro or Conclusion is limited to a single paragraph).* |  |
| **1 Point**Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification. |  |
| 1. **Document Analysis**

2 Points | **Targeted Skill:** Analyzing Evidence: content and Sourcing and Argumentation  | **Score** |
| **1 Point**Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument. |  |
| **1 Point**Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents. |  |
| 1. **Using Evidence Beyond the Documents**

2 Points | **Targeted Skill:** Contextualization and Argumentation  | **Score** |
| **Contextualization: 1 Point**Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question*. (Use knowledge from outside the documents to situate the argument in broader historical events, developments, or processes. Requires an explanation).* |  |
| **Evidence Beyond the Documents: 1 Point**Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. *(Example must be different from the evidence. Needs to reference an additional piece of evidence and explanation for evidence support of the argument).* |  |
| 1. **Synthesis**

1 Point | **Targeted Skill:** Synthesis  | **Score** |
| **1 Point**Extends the argument by explaining the connection between the argument and ONE of the following:1. A development in a different historical period, situation, era, or geographical area.
2. A course theme and/or approach to history that is not the focus of the essay (political, economic, social, cultural, or intellectual history).
3. A different discipline or field of inquiry (economics, government and politics, art history, or anthropology).
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| **Notes** | **On Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.**On Clarity:** These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above. |