

AP History DBQ Rubric

Targeted Skill: Argumentation (E1, E4, C1)									
A. Thesis & Argument Development	Presents a thesis 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 one place, either in the introduction or the conclusion.	1 point							
	Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustration relationships among historical evidence such as contradiction, corroboration, and/or qualification.	1 point							
Targeted Skill: Analyzing Evidence: Content & Sourcing (A1, A2) & Argumentation (E2)									
B. Document Analysis	Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument	1 point							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">Doc #1</td> <td style="width: 12.5%;">Doc #2</td> <td style="width: 12.5%;">Doc #3</td> <td style="width: 12.5%;">Doc #4</td> <td style="width: 12.5%;">Doc #5</td> <td style="width: 12.5%;">Doc #6</td> <td style="width: 12.5%;">Doc #7</td> </tr> </table>	Doc #1	Doc #2	Doc #3	Doc #4	Doc #5	Doc #6	Doc #7	
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	Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents	1 point							
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Targeted Skill: Contextualization & Argumentation (C3, E3)									
C. Using Evidence Beyond the Documents	Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.	Contextualization 1 point							
	Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument	Evidence Beyond Docs 1 point							
Targeted Skill: Synthesis (C4, C5, C6)									
D. Synthesis	<p>Extends the argument by explaining the connections between the argument and ONE of the following...</p> <ol style="list-style-type: none"> a. A development in a different historical period, situation, era, or geographical area. b. A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). c. A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (WH & Euro only) 	1 point							
TOTAL		____/7							