**AP History Document Based Question (DBQ) Scoring Rubric**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 7 = 4.0 (A) | 6 = 3.7 (A-) | 5 = 3.0 (B) | 4 = 2.4 (C+) | 3 = 1.7 (C-) | 2 = 1.3 (D+) | 1 = 1.0 (D) | 0 = 0 (F) |

|  |  |
| --- | --- |
| **THESIS AND 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 the introduction. | 1 |
| * Develops and supports a cohesive argument * Demonstrates historical complexity by explicitly discussing relationship among evidence (contradictions, corroboration, qualification) | 1 |
|  |  |
| **DOCUMENT ANALYSIS** |  |
| * Use at least six documents to support the thesis | 1 |
| * Extended Document Analysis for 4+ documents   + Context   + Audience   + Purpose   + Point of View | 1 |
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| **USING EVIDENCE BEYOND THE DOCUMENTS:** |  |
| CONTEXTUALIZATION:   * Connects to the broader historical events or concept immediately relevant to the question.  (2+ sentences) | 1 |
| EVIDENCE BEYOND THE DOCUMENTS:   * Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument | 1 |
|  |  |
| **SYNTHESIS:** |  |
| Extends the argument by explaining the connections between the argument and ONE of the following:   * A development in a different historical period, situation, era, or geographical area * 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.) | 1 |

**Document Usage**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| Referenced? |  |  |  |  |  |  |  |
| Analyzes content in support of thesis? |  |  |  |  |  |  |  |
| Extended Document Analysis (HIPP)? |  |  |  |  |  |  |  |

**AP History Long Essay Question (LEQ) Scoring Rubric**

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| --- | --- | --- | --- | --- | --- | --- |
| 6 = 4.0 (A) | 5 = 3.7 (A-) | 4 = 3.0 (B) | 3 = 2.4 (C+) | 2 = 1.5 (C-) | 1 = 1.0 (D) | 0 = 0 (F) |

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| --- | --- |
| **THESIS AND 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 the introduction. | 1 |
|  |  |
| **ARGUMENT DEVELOPMENT: TARGETED HISTORICAL THINKING SKILL** |  |
| **COMPARISON** |  |
| * Describes similarities AND differences among historical individuals, events, or developments | 1 |
| * Explains the reasons for these similarities AND differences   OR (depending on the prompt)   * Evaluates the relative significance of historical individuals, events, developments, or processes | 1 |
| **CAUSATION** |  |
| * Describes causes AND/OR effects of a historical event or development | 1 |
| * Explains the reasons for the causes AND/OR effects of a historical event or development | 1 |
| **CCOT** |  |
| * Describes historical continuity AND change over time | 1 |
| * Explains the reasons for historical continuity AND change over time | 1 |
| **PERIODIZATION** |  |
| * Describes the ways in which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed | 1 |
| * Explain the extent to which the historical development in the prompt was different from AND similar to developments that preceded AND/OR followed | 1 |
|  |  |
| **ARGUMENT DEVELOPMENT: USING EVIDENCE** |  |
| * Uses specific examples of relevant evidence to address the topic of the question | 1 |
| * Uses specific examples of relevant evidence to fully and effectively substantiate the thesis | 1 |
|  |  |
| **SYNTHESIS** |  |
| * Extends the argument by explaining connections between the argument and ONE of the following:   + A development in a difference historical period, situation, era, or geographical area.   + 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). | 1 |