**AP WORLD DBQ Scoring Rubric (In Texas-BBQ)**

1.  **Has acceptable thesis and conclusion** **1 Point \_\_\_**

-The thesis must be further qualified if it simply states a positive/ negative or good/bad relationship.

-The thesis must be explicitly stated in the introduction and the specified conclusion of the essay.

-The thesis may appear as one sentence or multiple sentences and not merely restates the prompt.

-The thesis CANNOT count for any other point.

2.  **Argument development**  **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.

3. **Understands the basic meaning of documents 1 Point \_\_\_\_**

-Students must address ALL of the documents

-Students must demonstrate understanding of the basic meaning of ALL the documents

-Merely restating verbatim or quoting the content of the documents WITHOUT CONTEXT does not

adequately demonstrate an understanding of basic meaning.

-Students must recognize the historical context of the documents.

-A document that is simply listed does not count as using the document as evidence.

4. **Analyzes point of view in at least 4 of the documents 1 Point \_\_\_\_\_**

-Provides thoughtful analysis of author’s background, intended audience, tone or historical context.

-Point of view explains why this individual might have this opinion or what feature informs the author’s point of view.

-Students must move beyond mere description by explaining a document’s tone, the characteristics of the author, the

intended audience or how the intended outcome may have influenced the author’s opinion (or in some combination).

-Students may challenge the veracity of the author’s opinion or point of view, but they must move

beyond a mere statement that the author is “biased” by providing some plausible analysis of how or why.

-Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the

document.

5. **Contextualization 1 Point \_\_\_\_\_**

-Situates the argument by explaining the broader historical events, developments or processes

immediately relevant to the question.

-Use knowledge not found in the documents to situate the argument with in broader historical events,

developments or processes immediately relevant to the question.

-A phrase or reference is not enough. An explanation, typically consisting of multiple sentences or a paragraph is needed.

6. **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.

-This example must be different from the evidence used to earn other points on this rubric.

-This point is not awarded for merely a phrase or reference. Responses need to reference an additional

piece of specific evidence and explain how that evidence supports or qualifies the argument.

7. **Synthesis 1 Point \_\_\_\_\_**

-Extends the argument by explaining the connection between the argument and ONE of the following:

a) A development in a different historical period, situation, era or geographic 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)

-Merely giving a phrase or reference does not count. Responses must include an explanation of the connections.

**Total \_\_\_\_\_\_/ 7**