**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 (Road Map)**  **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.

-You need to have 3 arguments to support your thesis.

-Each argument should not be vague nor should it be so detailed that a body paragraph dedicated

to that point is not needed. One word arguments/sub-points should not be used. They are toooo vague!

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.

-A document used in the intro and/or conclusion does not count towards fulfilling this requirement

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.

-You need to do one of the following for 4 documents- author’s background, intended audience, tone (bias)

or historical context.

-Remember that you are doing this analysis for the author of the document you are using

-If you choose to do tone (bias) make sure you give what phrases or words the author uses that reveals their bias.

5. **Contextualization (Background) 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.

-Basically, explain ***IN*** the introduction what the reader should know concerning the main topic of the prompt so they have

an idea what the whole topic is about. For example, if the DBQ is about Hammurabi’s Code of Laws, you would explain who

was Hammurabi, what was going on at his time that led to the Code of Laws and what were the Code of Laws etc.

-Provide a timeframe of when the topic of the DBQ is occurring in history

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***.

-Basically find another event in history that is similar to the topic of the DBQ ***and SHOW*** how the two events are similar.

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

**Miscellaneous**

-Your intro should have:

-Contextualization (background)

-Thesis

-Roadmap

-You should have 3 body paragraphs. Each paragraph is dedicated to one of your supporting arguments/sub-points.

-Each body paragraph should start with the topic sentence (one of your sub-points) and contain at least one document

where you show the reader how the document supports your sub-point. You need to include the P.O.V. for any of the

documents you choose in the same paragraph with the document.

-If you are going to provide quotes keep to the following rule- quotes should be rare and condensed. You need to also

show me how the quote is relevant to your main point

-When citing a document, include the author’s name and then (document A etc.) “According to Chuck Norris (Doc C)

the United States’ greatness is due to his residence in Texas.”

-Your conclusion should have:

-Thesis

-Roadmap

-Synthesis

-Your three supporting arguments/sub-points should remain consistent (be the same) from the intro to the conclusion