APWH 2022 -2023 Name: _____

DBQ Rubric

Element	Standard	Common Mistakes	Points
Thesis/Claim	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.	No thesis. Thesis is a statement of fact- needs to be arguable Thesis is too vague, needs better organization, or simply restates the prompt. Thesis doesn't fully, directly, or clearly **Answer the Question**.	**/1**
Contextualization	To earn this point, the response must situate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. Context must be thoroughly detailed, & more than a phrase/sentence	No context (put it in the intro or conclusion) Contextualization is too short. Provide more information. Contextualization doesn't relate to the topic of the essay.	**/1**
Evidence from the Documents	**To earn 1 pt.** To earn **one** point, the response must accurately describe — rather than simply quote — the content from at least **three** of the documents. **To earn 2 pts:** To earn **two** points, the response must accurately describe — rather than simply quote — the content from at least **six** documents. In addition, the response must use the content of the documents to **support an argument** in response to the prompt. **Doc**: 1, 2, 3, 4, 5, 6, 7	You may have read and understood the documents, but you didn't cite them like this: "… (Doc. 3)." Make sure you read all documents carefully; your description didn't prove you understood at least 3 of them. Don't just write quotes from the documents. Describe them in your own words. At least 3 documents correctly described=1 pt At least 6 documents correctly described=2 pts	**/2**
Evidence beyond the documents	To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be **different** from the evidence used to earn the point for contextualization.	No noticeable outside evidence is included. (Include it somewhere in a body paragraph) Explain how your outside evidence is relevant to the claim. Outside evidence needs to be specific: use course vocabulary! Outside evidence is inaccurate, unclear, or incorrect. Check your notes/HW.	**/1**
Analysis & Reasoning: Analyzing Documents	To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the **three** documents sourced. Always attempt at least 4!	□ Doc 1 H I P P □ Doc 2 H I P P □ Doc 3 H I P P □ Doc 4 H I P P □ Doc 5 H I P P □ Doc 6 H I P P □ Doc 7 H I P P For at least 3 documents, write about at least one of these: **H: Historical context** **I: Intended Audience** **P: Point of view** **P: Purpose**	**/1**
Analysis & Reasoning: Essay Complexity & Quality	Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. A response may demonstrate a complex understanding in a variety of ways, such as: -Explaining nuance by analyzing multiple variables -Explaining relevant and insightful connections within and across periods -Confirming the validity of an argument by corroborating multiple perspectives across themes -Qualifying or modifying an argument by considering diverse or alternative views or evidence	To earn this point, you need to go a little deeper. Show that you have a nuanced, complex historical understanding. (a great way to earn this point is to think about the topic from an alternative perspective—whose story isn't being told in these documents? How do you think they might feel about what's going on?) This understanding must be part of the argument, not merely a phrase or reference.	**/1**

SCORE: _____ / 7

Comments: