

# APUSH DBQ RUBRIC:

Name: \_\_\_\_\_

DBQ: \_\_\_\_\_

## CONTEXTUALIZATION

<p><b>Describes a broader historical context relevant to the prompt.</b></p> <p><i>To earn this point, the response must relate 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. This point is not awarded for merely a phrase or a reference.</i></p>	<div style="border: 1px solid black; padding: 2px; width: 20px; margin: 0 auto;">1</div>
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## THESIS/ CLAIM

<p><b>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</b></p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis should be located in one place (end of intro. paragraph).</i></p>	<div style="border: 1px solid black; padding: 2px; width: 20px; margin: 0 auto;">2</div>
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## DOCS, EVIDENCE, & ANALYSIS

	<b>DESCRIBES</b>	<b>SUPPORTS</b>	<b>EXPLAINS</b>	Accurately <b>DESCRIBES</b> the content of <i>at least THREE</i> documents to address the topic of the prompt. Quoting from the docs. will be insufficient to earn this point.	3
DOC. ____					
DOC. ____					
DOC. ____				<b>SUPPORTS</b> an argument in response to the prompt using <i>at least SIX</i> documents. These documents should meet (and exceed) the standard set for the description point.	4
DOC. ____					
DOC. ____				<b>Extended analysis:</b> For <i>at least THREE</i> documents, <b>EXPLAINS</b> HOW or WHY the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	5
DOC. ____					
DOC. ____					



## ANALYSIS CONTINUED

<p><b>Uses at least one additional piece of specific historical evidence</b> (beyond that found in the documents) relevant to an argument about the prompt.</p>	6
<p><i>The response must describe the evidence and must use more than a phrase or reference. <b>This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</b></i></p>	

<p><b>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.</b></p>	7
<p><i>To earn the second point, the response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:</i></p> <ul style="list-style-type: none"> <li>• <i>Explaining nuance by analyzing multiple variables</i></li> <li>• <i>Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects</i></li> <li>• <i>Explaining relevant and insightful connections within and across periods</i></li> <li>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i></li> <li>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></li> </ul>	

TOTAL POINTS:

/7

### Grammar, Mechanics, Organization, & Rules of Formal Writing

Thesis needs to be better organized  
 Thesis needs to be more concise  
 Thesis needs more clarity

Conclusion needs to be better organized  
 Conclusion needs to be more concise  
 Conclusion needs more clarity

Facts provided are too general in nature  
 Contains imbalance response to the parts of the question

Relies too much on the documents  
 Documents need to be used in a more substantial manner  
 Do not use leading clauses to address the documents (As seen in..., Doc X shows that..., etc.)  
 Do not directly quote from the documents

Stronger analysis makes this a stronger essay  
 Stronger organization makes this a stronger essay  
 Argument tends to be redundant, needs a more expansive treatment of the topic

Do not use personal pronouns, "I," "our," "we," "us," "you," etc., statements  
 Do not use write in colloquial or casual style prose ("writing like you talk")  
 Do not use extreme statements (always, ever, never, none, etc.)  
 Do not use abbreviations, symbols, or contractions

**Conversion to grades:**  
**10 = A (100), 9 = A- (92),**  
**8 = B+ (89), 7 = B (86), 6 = B- (82),**  
**5 = C+ (79), 4 = C (76),**  
**3 = D (72),**  
**2 = F (69), 1 = F (50)**