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

**DBQ Essay Rubric**

*AP US History Mr. Rhinehart*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Advanced** | **Proficient** | **Basic** | **Below Basic** |
| ***Thesis******(5 points)*** | *5 points*Thesis is clear, analytical & comprehensive. Addresses all parts of question, the issues and time period.  | *3-4 points*Thesis is acceptable. It addresses all parts of question, time period, etc.. but may not be clear or analytical. | *1-2 points*Thesis is not complete – i.e. missing time period, or relevant issues. May simply restate the question | 0 pointsNo thesis is present. |
| ***Analysis of historical evidence & support of argument*** ***(20 points)*** | *18-20 points***ALL** **documents** (or all but one) are plausibly analyzed & used to support thesis. Within this discussion, **4 docs** are analyzed for one of the following (audience, purpose, context or POV). Analysis and use of documents is sophisticated. | *14-17 points*The **majority of the documents** are plausibly analyzed & used to support thesis. Within this discussion, the ***2-3 docs*** are analyzed for one of the following (audience, purpose, context or POV). Analysis and use of docs is at times sophisticated. | *8-13 points*The **majority of the documents** are plausibly analyzed & used to support thesis. Within this discussion, the majority of the docs are analyzed for one of the following (audience, purpose, context or POV). Analysis may be more simplistic or not supported.  | *7 points or less*The **majority of the documents** are plausibly analyzed & used to support thesis. No discussion of audience, purpose, context or POV. |
| ***Outside Examples*** ***(10 points)*** | *9-10 points***Many (3+)** plausible and useful examples beyond/outside the documents are used to support the analysis of the thesis. | *7-8 points***A few (1-2)** plausible and useful examples beyond/outside the documents are used to support the analysis of the thesis. | *5-6 points*A few (1-2) examples beyond/outside the documents are used. Exs may not be plausible or may not support thesis.  | *4 points or less*Little exs of outside information are used or given or they are off topic.  |
| ***Contextualization*** ***(5 points)*** | *5 points*Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events/processes.  | *4 points*Connects historical phenomena relevant to argument to broader historical events/processes. May not be as clear or explicit. | *2-3 points*Attempts to connect historical phenomena relevant to argument to broader historical events/processes. May not be as clear or explicit. May be off topic | *0-1 points*No contextualization is given |
| ***Synthesis*** ***(5 points)*** | *5 points*Essay ***either*** extends or modifies thesis, employs an additional category of analysis, or connects topic to other historical periods, geographic areas, or contexts. | *3-4 points*Essay ***either*** extends or modifies thesis, employs an addtl category of analysis, or connects topic to other historical periods, geographic areas, or contexts. May not be best example or clearly explained. | *1-2 points*Synthesis is attempted but is off topic or too brief. | *0 points*No synthesis present |

Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/45

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Advanced Historical Skills**

***For CCOT Essays***: Essay needs to analyze specific examples that illustrate change and continuity over time. At least 2 changes/continuities and 1 continuity/change discussed and analyzed.

***For Comparison essays***: Essay provides specific examples of comparison and analyzes reasons for their similarities and differences OR evaluates the historical significance of the developments. At least 2 similarities/differences and 1 difference/similarity discussed and analyzed.

***For Causation essays***: Analyzes specific examples of causation that illustrate causes and or effects of a historical development. Should address how an event or development is connected to more long term processes.

***For Periodization essays***: Analyzes the extent to which the historical development specified in the prompt was different and similar to developments that preceded and/or followed, providing specific examples to illustrate the points made.

***For Argumentation Essays***: Takes a position on the historical argument presented and supports it with specific historical information. For example, a student should be able to incorporate contradictory evidence, (i.e. “While historian A advocates . . . Historian B criticizes . . . OR “On the one hand . . . while on the other hand“) illustrate how sources form a sort of dialogue with one another, supporting or critiquing one another, and/or use multiple types of sources and consider multiple historical perspectives (i.e. how would economic events effect political decisions and vice versa).