**A.P. US/World History - DBQ Essay Scoring Guide**

**A. Thesis and Argument Development – 1 Points Possible**

*\_\_\_***A1***. Thesis makes a historically defensible claim and specifically addresses all parts of the prompt. (1)*

 Improvement Needed:

\_\_\_Thesis is properly argumentative but is too simplistic, lacks the necessary level of specificity, or non-existent.

\_\_\_Thesis contains awkward organization, is off-topic, contain inaccuracies, is found outside of opening or closing paragraph.

**B. Contextualization – 1 Point Possible**

**\_\_\_B1. *Contextualization****:**Response relates 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. (1)*

Improvement Needed:

 \_\_\_ Attempts at contextualization are underdeveloped, lack explanation, hastily phrased, or non-existent.

 \_\_\_ Historical Context does not address subject’s role in history.

 \_\_\_ Attempts at contextualization do not relate to the topic of the prompt.

**S.I.P.P.**

**S** Historical Situation

**I**ntended Audience

**P**urpose

**P**oint of View

**Document Usage**

 1 2 3 4 5 6 7

 S I P P S I P P S I P P S I P P S I P P S I P P S I P P

**C. Evidence – 3 Points Possible**

\_\_\_**C1**. ***Documents:*** *Utilizes the content of at least 3 of the 7 documents to support the stated thesis or a relevant argument. (1)*

\_\_\_**C2**. ***Documents:*** *Utilizes the content of at least 4 of the 7 documents to support the stated thesis or a relevant argument. (1)*

­­\_\_\_**C3**. ***Outside Evidence***: *provides examples or additional pieces of specific supportive evidence beyond those found in the documents and different from the evidence used to earn other points on this rubric. (1)*

Improvement Needed:

 \_\_\_Utilizes the content of fewer than three documents in support of the stated thesis or relevant argument.

 \_\_\_Documents lack analysis - listed, summarized, or quoted.

 \_\_\_Outside evidence is the same as in the documents or other categories of this rubric, lacks explanation, is irrelevant to the argument, is

 limited or non-existent.

**D. Analysis and Reasoning – 2 Points Possible**

\_\_\_**D1**. ***SIPP:*** *Explains the significance of the historical context, the audience, the author’s purpose, and/or the author’s point of view for at least 2 documents. (1)*

Improvement Needed:

\_\_\_ Document usage is lacking in the SIPP analysis of historical context, audience, purpose, and/or point of view.

 \_\_\_ Attempts at SIPP are underdeveloped and/or don’t extend the argument.

 \_\_\_ Successfully SIPP’s fewer than two documents

\_\_\_**D2.** *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 prompt (1)*

*\* Explains nuance of issue by analyzing multiple sources*

*\* Explains both Similarity and Difference, CCOT, or Cause and Effect, or Explaining multiple causes*

*\* Explains relevant and insightful connections within and across periods*

*\* Confirms validity of argument by corroborating multiple perspectives across themes*

*\* Qualifies or modifies an argument by considering diverse or alternative views or evidence*

*\* Utilizes the content of all 7 documents to support the stated thesis or a relevant argument*

*\* Explains the significance of the historical context, the audience, the author’s purpose, and/or the author’s point of view for at least 4 documents*

Improvement Needed:

\_\_\_Argumentation within body paragraphs and/or document usage is not supportive of the thesis.

\_\_\_Attempt to demonstrate relationship between documents is inaccurate, ambiguous, or non-existent.

**Rewrite Points: \_\_\_\_/ 7 Score: \_\_\_\_ / \_\_\_\_\_**

**Points: \_\_\_\_/ 7 Score: \_\_\_\_ / \_\_\_\_\_**