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| Name: | AP Score: | Grade: |

**APUSH Document Based Question Rubric/Grade Sheet**

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| **RUBRIC & CRITERIA** |
| **Thesis: 0-2 points*** Presents a thesis that makes a historically defensible claim **addresses ALL parts of the question**. The thesis must **DO MORE than restate the question. (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
 |  |
| **Contextualization: 0-1 points*** Situates the argument by a**ccurately** and **explicitly connecting historical phenomena** relevant to the argument to **BROADER** historical events and/or processes.
 |  |
| **Document Analysis: 0-2 points*** **1 point:** Uses the content **of at least six** of the documents to support the stated thesis or a relevant argument
* **1 point:** Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for **at least four documents**.
 |  |
| **Outside Information to Support Thesis or Argument: 0-1 points*** Provides **plausible analysis** of **historical examples beyond or outside the documents** to support the stated thesis or a relevant argument. At least 4 examples.
 |  |
| **Synthesis: 0-1 points*** Extends the argument by explaining the connections between the argument and ONE of the following:
1. A development in a different historical period, situation, era, or geographic area
2. 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)

***Important: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference*** |  |

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| **Docs Used** | **Doc 1** | **Doc 2** | **Doc 3** | **Doc 4** | **Doc 5** | **Doc 6** | **Doc 7** |
| Uses content of at least six documents |  |  |  |  |  |  |  |
| Historical Context, Audience, Purpose, POV |  |  |  |  |  |  |  |

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| --- | --- |
| ***Thesis:*** \_\_\_Weak Thesis (needs to be Clear, Specific, Complex, Arguable) | ***Intro:*** \_\_\_Weak/undeveloped \_\_\_Lacks Overview  (Time/Setting/etc)  |
| ***Docs:*** \_\_\_ Integrate docs better \_\_\_Don’t Quote Docs  \_\_\_Parenthetically Cite all documents | ***Conclusion:*** \_\_\_Weak Conclusion \_\_\_No Conclusion |
| ***Outside Info:*** \_\_\_ Need More Specific Evidence  \_\_\_ Connect Evidence To Topic/Thesis | \_\_\_Use Third Person ONLY \_\_\_Use academic tone |
| ***Analysis:*** \_\_\_ Descriptive, not analytical \_\_\_Need stronger analysis | \_\_\_Poor penmanship \_\_\_\_ Use Past Tense |

DBQ Grading: (50 points) Grading within each range will be determined by the style and sophistication with which the above tasks are accomplished.

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| **7** | **6** | **5** | **4** | **3** | **2** | **1** |
| 48-50 | 45-47 | 42-44 | 39-41 | 35-38 | 30-34 | 0-29 |

Additional Comments:

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Additional Comments: