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

DBQ Scoring Rubric

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| --- | --- | --- |
| Thesis | 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.*Why didn’t I get a point?** *Thesis is properly argumentative but is too simplistic and lacks the necessary level of specificity.*
* *Thesis contains awkward organization and/or may simply restate the question.*
* *Thesis is incoherent, confusing, and/or off-topic.*
 | \_\_\_\_\_\_ / 1 pt |
| Contextualization | Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. *Scoring Note: Contextualization requires using knowledge not found in the documents to place the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph*. | \_\_\_\_\_\_ / 1 pt |
| Evidence Beyond the Documents | Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument, and explains how the evidence supports the argument answering the prompt.*Scoring Note: 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.* | \_\_\_\_\_\_ / 1 pt |
| Development of Argument  | 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.  | \_\_\_\_\_\_ / 1 pt |
| Document Analysis | To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents. 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.Docs Used: 1 2 3 4 5 6 7*Why didn’t I get the point?** *Document usage is lacking in the analysis of historical context, audience, purpose, and/or point of view.*
* *Utilizes the content of fewer than six documents in support of the stated thesis or relevant argument.*
* *Documents are simply listed, summarized, or quoted*
 | \_\_\_\_\_\_ / 1 pt\_\_\_\_\_\_ / 1 pt |
| Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least three documents. (HAP-P; “Happy”)HAP-P: 1 2 3 4 5 6 7 | \_\_\_\_\_\_ / 1 pt |

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| --- |
| \_\_\_\_\_\_ / 7 pts |

Comments:

Additional Feedback:

\_\_\_be specific! \_\_\_budget your time \_\_\_use past tense \_\_\_no shorthand \_\_\_avoid quoting \_\_\_improve doc usage \_\_\_more depth

\_\_\_need more evidence \_\_\_oversimplifications \_\_\_improve organization \_\_\_study more \_\_\_ more sophistication