AP World History DBQ Rubric

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|  | **Below** **Basic**  *does not score* | **Basic**  *possibly scores* | **Proficient**  *scores* | **Advanced**  *Expanded Core* |
| **Thesis**  *(1 point)* | Thesis does not appear to be present. Thesis attempt is made but is a regeneration of prompt. Thesis does not respond to entire prompt. Categories in attempt are missing/vague/ confusing/not relevant to the prompt. Thesis does not take a position in relation to the prompt. | Minimally acceptable thesis attempt is present. Thesis addresses the entire prompt and takes a position in relation to the prompt. Thesis sets out categories for discussion, but may be somewhat weak/vague. Thesis attempt merely provides an overview of topics covered. | Thesis is clearly present, addresses entire prompt, and takes a position in relation to the prompt. Thesis sets out clear categories for discussion, and relate to the groupings discussed within the essay. | Thesis is present, clear, and strong. Thesis goes beyond simply taking a stand and reflects an analysis of the material and subjects requested in the prompt. Categories discussed in thesis are analytical and relate to the groupings being used in the essay. |
| **Understanding basic meaning of documents**  *(1 point)* | Essay does not address **all** documents. Documents are simply listed, quoted, or summarized. Essay misinterprets more than one document. | Addresses **all** documents in essay and demonstrates understanding of all documents, or all but one document. Document use is mainly summary. | Addresses **all** documents and demonstrates understanding of all documents. Some/many documents are used to analyze and support a main idea or position relating to the prompt. | Writer demonstrates understanding of **all** documents by analyzing aspects of the document in relation to the prompt. |
| **Evidence**  *(2 points)* | Essay does make use of documents as evidence and simply summarizes or paraphrases documents. May attempt to use documents as evidence, but attempt is weak/vague/confusing/incorrectly used. Not enough documents are used as evidence. | Attempts to use documents as evidence to support a position/thesis relevant to the prompt. Attempt may be vague or questionable. Essay over-quotes documents. May utilize all but two documents as evidence for one point. | All documents, or all but one, are utilized as evidence to analyze and support a position/thesis. Evidence clearly relates to and supports thesis and used in such a way as to provide explanation/ analysis to question posed by the prompt. | All documents are used to analytically and persuasively support thesis and reveal a deep understanding of the material and topics requested by the prompt. |
| **Analyzing Docs by Grouping**  *(1 point)* | Essay does not group documents. Attempts at grouping are made, but reveal a weak or misinterpreted understanding of documents. Group attempts are made, but do not reveal an analysis of documents. | Essay creates minimally acceptable groupings. Groupings do not reveal that student has analyzed documents and have instead relied on basic and obvious similarities. Insufficient number of doc groups present. | Clear and sufficient document groupings are present. Groupings reveal analysis and relate to and support thesis/position. Relationships between documents are analyzed. | Multiple groupings are present and demonstrate strong analysis and deep understanding of material. Synthesis of documents, information, relationships, etc. is revealed in groups. |
| **Analyzes Point of View**  *(1 point)* | No attempt to analyze POV is present. Attempt to analyze POV in doc(s) is present but weak or inaccurate. Student *tells* the POV of document, but does not *analyze* the POV. | Clear attempt to analyze POV of documents is present. Analysis may be weak, vague, or confusing. POV is present in essay, but not a sufficient number of documents are analyzed. | Essay analyzes POV in most documents. POV discussions clearly analyze the author/audience of the document, and analysis supports thesis/position. | Essay analyzes POV in all or most documents. Essay includes a multitude of different types of POV analysis, and analysis reflects a deep understanding of the content. |
| **Additional Document/ Evidence**  *(1 point)* | No attempt to include a relevant additional document is present, or calls for an irrelevant or already existing document. Attempt is made but lacks explanation and justification for use of document/evidence. | Attempt(s) is/are present, but justification for add source is vague or weak. Justification for doc may be to simply “see how they felt” towards topic and does not explain specifically how this additional source/doc would illuminate topics requested in prompt or support thesis/position. | Multiple clear and acceptable additional docs/sources are called for. Justification for additional source/doc is strong, relevant, and supports thesis/position. Additional docs/sources relate to topics requested in prompt. | Multiple relevant requests for additional evidence are present and strong. Requests for additional evidence are supported using an analytical justification. Requests reflect a sophisticated understanding of historical sourcing as well as the historical content. |

Score:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_