

Appendix: Scoring Rubrics

AP European History Document-Based Question Rubric

Maximum Possible Points: 7

A. Thesis: 0–1 point

Skills assessed: Argumentation + targeted skill (e.g., **Comparison**)

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

1 point

B. Analysis of historical evidence and support of argument: 0–4 points

Skills assessed: Use of Evidence, Argumentation, + targeted skill (e.g., **Comparison**)

Analysis of documents (0–3 points)

Offers plausible analysis of the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument

OR Offers plausible analysis of BOTH the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument

OR Offers plausible analysis of BOTH the content of all or all but one of the documents, explicitly using this analysis to support the stated thesis or a relevant argument

AND

at least one of the following for the majority of the documents:

- ▶ intended audience,
- ▶ purpose,
- ▶ historical context, and/or
- ▶ author's point of view

AND

at least one of the following for all or all but one of the documents:

- ▶ intended audience,
- ▶ purpose,
- ▶ historical context, and/or
- ▶ author's point of view

1 point

2 points

3 points

AND/OR

Analysis of outside examples to support thesis/argument (0–1 point)

Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument

1 point

C. Contextualization: 0–1 point

Skill assessed: Contextualization

Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes

1 point

D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question:

Appropriately extends or modifies the stated thesis or argument	OR Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument	OR Appropriately connects the topic of the question to <u>other</u> historical periods, geographical areas, contexts, or circumstances	OR Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument
1 point	1 point	1 point	1 point
