

Appendix: Scoring Rubrics

AP U.S. History Document-Based Question Rubric

Maximum Possible Points: 7

A. Thesis: 0–1 point

Skills assessed: Argumentation + targeted skill

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 <u>majority</u> 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 <u>majority</u> 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 <u>majority</u> of the documents: • intended audience, • purpose, • historical context, and/or • the author's point of view	OR	Offers plausible analysis of BOTH the content of <u>all</u> or <u>all but one</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for <u>all</u> or <u>all but one</u> of the documents: • intended audience, • purpose, • historical context, and/or • the 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	(World and European History) 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