

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)

<p>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</p> <p>1 point</p>	<p>OR</p>	<p>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;</p> <p>AND</p> <p>at least one of the following for the <u>majority</u> of the documents:</p> <ul style="list-style-type: none"> • intended audience, • purpose, • historical context, and/or • the author’s point of view <p>2 points</p>	<p>OR</p>	<p>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;</p> <p>AND</p> <p>at least one of the following for <u>all</u> or <u>all but one</u> of the documents:</p> <ul style="list-style-type: none"> • intended audience, • purpose, • historical context, and/or • the author’s point of view <p>3 points</p>
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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:

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

Maximum Possible Points: 6

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. Support for argument: 0–2 points

Skills assessed: Argumentation, Use of Evidence

Supports the stated thesis (or makes a relevant argument) using specific evidence

1 point

OR

Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument

2 points

C. Application of targeted historical thinking skill: 0–2 points

Skill assessed: Targeted skill

For questions assessing CONTINUITY AND CHANGE OVER TIME

Describes historical continuity AND change over time

1 point

OR

Describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time

2 points

For questions assessing COMPARISON

Describes similarities AND differences among historical developments

1 point

OR

Describes similarities AND differences among historical developments, providing specific examples
AND
Analyzes the reasons for their similarities AND/OR differences
OR, DEPENDING ON THE PROMPT,
Evaluates the relative significance of the historical developments

2 points

For questions assessing CAUSATION		
Describes causes AND/OR effects of a historical development 1 point	OR	Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development 2 points

For questions assessing PERIODIZATION		
Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed 1 point	OR	Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis 2 points

D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, 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 1 point	OR	Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt 1 point	OR	The argument appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances 1 point	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