***APUSH Document-Based Question Rubric Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Maximum Possible Points: 10 Total Points Earned: \_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A. Thesis: 0-1 points**

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| Presents **an evaluative** thesis that makes a historically defensible claim and establishes a line of reasoning. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. It must also be more than a restatement of the prompt. Thesis should answer all parts of the question.  **\_\_\_\_\_1 point** |

**B. Contextualization: 0-1 points**

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| Situates the argument by **explaining** a broader historical context (i.e. events, developments, or processes that occur **before, during, or after the time frame** of the question) immediately relevant to the question. Must be more than a mere phrase or reference.  **\_\_\_\_\_1 point** |

**C. Evidence: 0-3 points**

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| Uses the **CONTENT** of **at least three** documents **to address** the topic of the question. **(Describes or defines content; doesn’t quote)**  **\_\_\_\_\_1 point** | **OR** | Uses the **CONTENT** of **at least six** documents **to support** an argument about the question.  **(Explains how the content supports the argument)**  **\_\_\_\_\_2 points** | **AND** | Explains how **at least one additional piece of specific historical evidence** beyond those found in the documents relates to an argument about the question. Must be more than a mere phrase or reference.  **(Explains)**  **\_\_\_\_\_1 point** |

**D. Analysis (“Extended”) and Reasoning: 0-2 points**

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| For **at least three documents**, **explains** how or why the documents’ point of view, purpose, historical situation, and/or audience is **relevant** to the argument. Must go beyond mere identification and **EXPLAINS.**  **\_\_\_\_\_1 point** | | | | | | |
| **Doc 1** | **Doc 2** | **Doc 3** | **Doc 4** | **Doc 5** | **Doc 6** | **Doc 7** |
| * Supports Thesis * POV * Purpose * Historical Context * Audience | * Supports Thesis * POV * Purpose * Historical Context * Audience | * Supports Thesis * POV * Purpose * Historical Context * Audience. | * Supports Thesis * POV * Purpose * Historical Context * Audience | * Supports Thesis * POV * Purpose * Historical Context * Audience | * Supports Thesis * POV * Purpose * Historical Context * Audience | * Supports Thesis * POV * Purpose * Historical Context * Audience |
| Demonstrates a **complex understanding** of the topic of the question by using **evidence** to **corroborate, qualify, or modify** an argument that **addresses** the question. Must be more than a mere phrase or reference. **(Explains) This can be accomplished in a variety of ways: nuance, addressing all parts of the reasoning skill. Making connections across periods (synthesis), consideration of alternative views.**  **\_\_\_\_\_1 point** | | | | | | |

**E. Organization: 0-3**

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| **Uses past tense throughout all (100%) of the essay response**  **\_\_\_\_\_\_\_\_1 point** | **Uses third person throughout all (100%) of the essay response**  **\_\_\_\_\_\_\_1 point** | **Uses the CORE STRUCTURE throughout all (100%) of the essay response**  **\_\_\_\_\_1 point** |