

DBQ Rubric

Name: _____

| Thesis and Argument Development: 0-2 Points | | | | | | | |
|--|-----------|--|---|---|---|---|---|
| <p>Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or in the conclusion.</p> <p>NOTE: Neither the introduction nor the conclusion is necessarily limited to a single paragraph.</p> <p style="text-align: center;">1 Point</p> | AND/OR | <p>Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.</p> <p style="text-align: center;">1 Point</p> | | | | | |
| Analysis of historical evidence and support of argument: 0-3 points | | | | | | | |
| Analysis of documents (0-2 points) | | | | | | | |
| <p>Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.</p> <p style="text-align: center;">1 Point</p> | AND/OR | <p>Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four of the documents.</p> <p style="text-align: center;">1 Point</p> | | | | | |
| AND/OR | | | | | | | |
| Documents Used | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Analysis of evidence beyond the documents to support thesis/argument (0-1 point) | | | | | | | |
| <p>Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.</p> <p>NOTE:</p> <ul style="list-style-type: none"> This example must be different from the evidence used to earn other points on this rubric. This point is not awarded for merely a phrase or reference. Responses need to reference an additional specific piece of evidence and explain how that evidence supports or qualifies the argument. <p>1 point</p> | | | | | | | |
| Contextualization: 0-1 point | | | | | | | |
| <p>Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.</p> <p>NOTE: Contextualization requires using knowledge not found in the documents. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.</p> <p>1 point</p> | | | | | | | |
| Synthesis: 0-1 point | | | | | | | |
| <p>Extends the argument by explaining the connections between the argument and ONE of the following items.</p> <p>NOTE: The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.</p> | | | | | | | |
| <p>A development in a different historical period, situation, era, or geographical area.</p> <p style="text-align: center;">1 point</p> | OR | <p>A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</p> <p style="text-align: center;">1 point</p> | | | | | |
| Total Score: 0-7 points | | | | | | | |