

2020 DOCUMENT BASED QUESTION (DBQ) Rubric, 10 possible points

<p>THESIS/CLAIM (0-1 point)</p> <p>Responds to the prompt with a historically <u>defensible</u> thesis/claim that establishes a line of reasoning. <i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. ATFP!</i></p>	◇
<p>CONTEXTUALIZATION (0-1 point)</p> <p>Describes a <i>broader</i> historical context <u>relevant to the prompt</u>. <i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference. Clearly link your contextualization to the topic of the essay!</i></p>	◇
<p>EVIDENCE (0-5 points)</p> <p>Using Evidence FROM the Documents:</p> <p>Uses the content of at least <u>two</u> documents to address the topic of the prompt. <i>To earn one point, the response must <u>accurately describe</u> — rather than simply quote — <u>the content</u> from at least two of the documents. Make sure you explain its relates to the topic of your essay!</i></p> <p>Uses the content of at least <u>two</u> documents to close the loop. <i>Not only describing and relating to topic but ALSO using the descriptions to close the loop! Make sure you use the document to support an argument in response to the prompt.</i></p> <p>Supports an argument in response to the prompt using at least <u>four</u> documents. <i>To earn two points, the response must <u>accurately describe</u> — rather than simply quote — <u>the content</u> from at least six documents. In addition, the response must <u>use the content of the documents to support an argument</u> in response to the prompt. Close the loop!</i></p> <p>Evidence Beyond the Documents:</p> <p>Uses at least <u>two</u> additional piece of the specific historical evidence (<u>beyond</u> that found in the documents) <u>relevant to an argument</u> about the prompt. <i>To earn one point, the response must describe one piece of evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization. This evidence should be used to support an argument. To earn the second point, a second piece of evidence not found in the documents must be used.</i></p>	◇ ◇ ◇ ◇ ◇ ◇
<p>ANALYSIS AND REASONING (0-3 points)</p> <p>For at least <u>two</u> documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is <u>relevant to an argument</u>. HIPP at least two! <i>To earn these points, the responses must <u>explain how or why</u> (rather than simply identifying) <u>the document’s point of view, purpose, historical situation, or audience is relevant to an argument</u> about the prompt for each of the two documents sourced. One point is earned for each of the two. (HIPP... then explain how it relates to your argument... close the loop!)</i></p> <p>Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. <i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference. Start with your complex thesis using the formula and back it up in the body paragraphs using evidence from the documents! Add connections along the way to show that you understand the developments at a higher level!</i></p>	◇ ◇ ◇

