

DOCUMENT BASED QUESTION (DBQ) Rubric, 7 possible points

<p>THESIS/CLAIM (1 point) 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 (1 point) Describes a broader 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 (3 points)</p> <p>Using Evidence FROM the Documents:</p> <p>Uses the content of at least <u>three</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 three of the documents. Make sure you explain its relevance to the topic of your essay!</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 four 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>one</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 this point, the response must describe the 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.</i></p>	◇ ◇ ◇
<p>ANALYSIS AND REASONING (2 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 three! <i>To earn this point, the response 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 three documents sourced.</i></p> <p>Demonstrates a complex understanding of the historical development that is the focus of the prompt, through sophisticated argumentation and/or effective use of evidence. A response may demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining multiple themes or perspectives to explore complexity or nuance. • Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes. • Explaining both cause and effect, both similarity and difference, or both continuity and change. Address both sides of the skill! • Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. Ping-Pong! <p>A response may demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Effectively using seven documents to support an argument that responds to the prompt. • Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt. (HIPPing) • Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. <p>This complex understanding must be part of the argument and may be demonstrated in any part of the response. While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</p>	◇ ◇