**A.P. US History – Modified 2020 DBQ Essay Scoring Guide**

**A. Thesis and Argument Development – 1 Points Possible**

*\_\_\_***A1***. Thesis makes a historically defensible claim and specifically addresses all parts of the prompt. (1)*

Improvement Needed:

\_\_\_Thesis is properly argumentative but is too simplistic and lacks the necessary level of specificity.

\_\_\_Thesis contains awkward organization, be off-topic, contain inaccuracies, or found outside of opening or closing paragraph.

**B. Contextualization – 1 Point Possible**

**\_\_\_B1. *Contextualization****:**Response relates 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. (1)*

Improvement Needed:

\_\_\_ Attempts at contextualization are underdeveloped, lack explanation, hastily phrased, or non-existent.

\_\_\_ Historical Context does not address subject’s role in history

\_\_\_ Attempts at contextualization do not relate to the topic of the prompt

**Document Usage**

**H.I.P.P.**

**S** Historical Situation

**I**ntended audience

**P**urpose

**P**oint of View

1 2 3 4 5

S I P P S I P P S I P P S I P P S I P P

**C. Evidence – 5 Points Possible**

\_\_\_**C1**. ***Documents:*** *Utilizes the content of at least 2 of the 5 documents to address the topic of the prompt. (1)*

*\_\_\_***C2. *Documents****: Utilizes the content of at least 2 of the 5 documents to support the stated thesis or a relevant argument. (1)*

\_\_\_**C3**. ***Documents:*** *Utilizes the content of at least 4 of the 5 documents to support the stated thesis or a relevant argument. (1)*

­­\_\_\_**C4**. ***Outside Evidence***: *provides 1 example or additional piece of specific supportive evidence beyond those found in the documents and different from the evidence used to earn other points on this rubric. (1)*

\_\_\_**C5**. ***Outside Evidence***: *provides 2 examples or additional piece of specific supportive evidence beyond those found in the documents and different from the evidence used to earn other points on this rubric. (1)*

Improvement Needed:

\_\_\_Utilizes the content of fewer than three documents in support of the stated thesis or relevant argument.

\_\_\_Documents lack analysis - listed, summarized, or quoted.

\_\_\_Outside evidence is the same as in the documents or other categories of this rubric, lacks explanation, is irrelevant to the argument, is

limited or non-existent.

**D. Analysis and Reasoning – 3 Points Possible**

\_\_\_**D1**. ***SIPP:*** *Explains the significance of the historical context, the audience, the author’s purpose, and/or the author’s point of view for at least 1 document. (1)*

\_\_\_**D2**. ***SIPP:*** *Explains the significance of the historical context, the audience, the author’s purpose, and/or the author’s point of view for at least 2 documents. (1)*

Improvement Needed:

\_\_\_ Document usage is lacking in the SIPP analysis of historical context, audience, purpose, and/or point of view.

\_\_\_ Attempts at SIPP are underdeveloped and/or don’t extend the argument

\_\_\_ Successfully SIPP’s fewer than three documents

\_\_\_**D3.** *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 prompt (1)*

*\* Explains nuance of issue by analyzing multiple sources*

*\* Explains both Similarity and Difference, CCOT, or Cause and Effect, or Explaining multiple causes*

*\* Explains relevant and insightful connections within and across periods*

*\* Confirms validity of argument by corroborating multiple perspectives across themes*

*\* Qualifies or modifies an argument by considering diverse or alternative views or evidence*

Improvement Needed:

\_\_\_Argumentation within body paragraphs and/or document usage is not supportive of the thesis.

\_\_\_Attempt to demonstrate relationship between documents is inaccurate, ambiguous, or non-existent

**Points: \_\_\_\_/ 10**