**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Blk: \_\_\_\_ [revised: 8/5/15]**

**REVISED 2015 APUSH/Honors Document Based Question Rubric (7 Point Scale)**

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| **A. Thesis and Argument Development: 0-2 Points** | **Targeted Skill: Argumentation (E1, E4, and C1)** | |
| 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 the conclusion. | | **/1 Point** |
| 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. | | **/1 Point** |
| **B. Document Analysis: 0-2 Points** | **Targeted Skill: Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)** | |
| Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument *[Document 1 2 3 4 5 6 7 ]* | | **/1 Point** |
| Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents. *[Document 1 2 3 4 5 6 7 ]* | | **/1 Point** |
| **C. Using Evidence Beyond the Documents: 0-2 Points** | **Targeted Skill: Contextualization and Argumentation (C3 and E3)** | |
| Contextualization: Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. [Note: Must use knowledge NOT found in the documents. Requires an explanation, typically consisting of multiple sentences or a full paragraph, NOT a mere phrase or reference.] | | **/1 Point** |
| Evidence Beyond the Documents: Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. [Notes: This example must be different from the evidence used to earn other points on this rubric. Point is NOT awarded for a mere phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.] | | **/1 Point** |
| **D. Synthesis: 0-1 Point** | **Targeted Skill: Synthesis (C4, C5, or C6)** | |
| Extends the argument by explaining the connections between the argument and ONE of the following:   1. A development in a different historical period, situation, era or geographical area. 2. 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).   [Note: Requires an explanation of the connections, not merely a phrase or reference.] | | **/1 Point** |
| **TOTAL POINTS:** | | **/7 Points** |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Raw Score** | 7 | 6 | 5 | 4 | 3 | 2 | 1 | **Your Score: \_\_\_\_\_\_\_\_\_\_** | | **Conversion** | 96+ | 92 | 85 | 80 | 75 | 70 | 50 | | | |

**6 Trait Information Writing Rubric (DBQ)**

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| **Ideas** | **Organization** |
| **6**   * Clear, focused, explicit thesis -- writer has a vision * Expansively, accurately responds to the prompt * Synthesizes information from multiple sources (i.e. all or all but one of the docs, and plenty of outside knowledge) * Offers support and examples that enhance reader’s understanding * Alternate viewpoints are presented/addressed effectively   **5**   * Clear, focused thesis * Accurately responds to the prompt * Synthesizes information from multiple sources (i.e. a five of the docs, and plenty of outside knowledge) * Offers credible, helpful support and examples * Alternate viewpoints are presented/addressed somewhat effectively   **4**   * Thesis easy to identify * Acceptably responds to the prompt * Synthesizes information from multiple sources (i.e. four of the docs, and plenty of outside knowledge) * Offers some support for or expansion of main topic * Alternate viewpoints are presented/addressed somewhat effectively   http://images.weddingclipart.com/images/1/1221244306526_373/img_1221244306526_3731.jpg  **3**   * Thesis can be inferred * Gives broad brushstroke view of topic * Synthesizes information from multiple sources (i.e. less than four of the docs, and some outside knowledge) * Evidence and support sketchy, limited * Alternative viewpoints ignored, or addressed ineffectively   **2**   * Thesis still emerging * Insufficient knowledge leaves many questions unanswered * Broad generalizations, lists of undeveloped ideas * Unsupported assertions, observations   **1**   * No thesis -- topic undefined * No informational base, reader left with many questions * Best guesses, random thoughts, writing mainly to fill page | **6**   * Thoughtful structure guides reader purposefully from point to point * Lead sets up discussion, ending helps reader draw conclusions * Transitions suggest connections reader might not think of * Design/structure supports reader’s understanding of the topic   **5**   * Design/structure supports development of thesis * Lead introduces topic, ending brings discussion to closure * Transitions make important connections clear * Design/structure makes discussion easy to follow   **4**   * Design/structure lets reader follow discussion without difficulty * Functional lead kicks things off, conclusion signals end of discussion * Helpful transitions often suggest connections * Structure helpful, though sometimes predictable   http://images.weddingclipart.com/images/1/1221244306526_373/img_1221244306526_3731.jpg  **3**   * Reader must work to stay on track -- OR he or she always knows what’s coming. * Lead creates unfulfilled expectations, ending seems abrupt * Transitions sometimes missing or unclear * Reader must pause or reread -- OR everything is predictable   **2**   * Rader asks, “Where is this going?” * Lead does not set up discussion, ending provides no resolution * Transitions unclear, missing, or not helpful in linking ideas * Information comes at the wrong time -- or is continually repeated   **1**   * Reader feels lost * Starts right in (no lead) -- perhaps points *aren’t* connected * Transitions missing -- perhaps points *aren’t* connected * Nothing seems related to anything else -- a random list. |
| **Sentence Fluency** | **Conventions** |
| **6**   * Sentences consistently clear, direct, to the point * Text both graceful and designed to promote rapid, easy reading * Purposeful beginnings and transitions help reader follow the text. * Sentences are varied and balanced -- no extremes of long or short.   **5**   * Sentence structure clear and direct * Smooth phrasing enhances readability * Purposeful beginnings and transitions connect ideas * Sentences are balanced without extremes of long or short   **4**   * Sentences clear and readable * No noticeable awkward moments to slow reader * Possible repetition -- more transitions would help * Sentences could use some variety -- nothing overly long or short   http://images.weddingclipart.com/images/1/1221244306526_373/img_1221244306526_3731.jpg  **3**   * Careful reading required * Awkward moments make rapid reading difficult * Repetitive beginnings noticeable, more transitions needed * Sentences tend to be repetitive and choppy -- or never-ending   **2**   * Processing meaning takes time, effort, attention * Confusing structure makes reader pause, go back * Beginnings repetitious -- or just had to spot * Tangles, awkward, choppy sentences -- repeated patterns   **1**   * Confusing structure requires constant mental editing * Missing words, awkward moments, irregular structure slow the reader significantly * Hard to tell where sentences begin and end * Non-sentences or endlessly connected clauses, word strings | **6**   * Thoroughly edited -- and only the pickiest editors will spot errors * Conventions *enhance* meaning, voice * Sources correctly cited using appropriate format * Virtually ready to publish   **5**   * Edited well -- minor errors that are easily overlooked * Conventions support meaning, voice * Sources correctly cited * Ready to publish with light touch-ups   **4**   * Noticeable errors -- reader breezes right through, however * Errors do not interfere with meaning * Sources cited -- light corrections needed * Good once-over needed prior to publication   http://images.weddingclipart.com/images/1/1221244306526_373/img_1221244306526_3731.jpg  **3**   * Noticeable, distracting errors -- editing erratic, things missed * Errors may slow reader of affect message in spots * Citations need checking -- some may be omitted * Thorough, careful editing needed prior to publication   **2**   * Frequent distracting errors reflect minimal editing * Errors slow reader, affect clarity * Citations missing, faulty * Line-by-line editing needed prior to publication   **1**   * Serious, frequent errors -- not yet edited or proofed * Reader must slow down, fill in, decode * Sources not cited * Word-by-word editing needed prior to publication |

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| **Voice** | **Word Choice** |
| **6**   * Professional, enthusiastic voice welcomes readers into discussion * Confidence reflects knowledge, inspires readers’ trust * Writer’s clear enthusiasm for topic is compelling, contagious * Reader feels eager to publish it on the class website.   **5**   * Professional, sincere voice connects with readers * Confidence makes readers open to message * Writer’s enthusiasm for topic is evident * A likely candidate to be published on the class website.   **4**   * Sincere, appropriate voice signals writer’s presence * Confident moments reflect writer’s valuable knowledge of topic * Enthusiastic moments encourage readers to hang in * Some passages could be published on the class website.   http://images.weddingclipart.com/images/1/1221244306526_373/img_1221244306526_3731.jpg  **3**   * Writer hides behind facts, generalities * Confidence and comfort with topic seem limited * Quiet voice dampens reader’s enthusiasm for topic * Not quite ready to publish on class website -- though moments are close   **2**   * Voice distant, encyclopedic -- or just wrong for audience, topic * Limited knowledge of topic keeps voice in check * Reader must work to pay attention * Not a candidate to be published on the class website.   **1**   * Voice inappropriate -- or just a faint whisper * Writer doesn’t seem to know or like this topic * Reader feels shut out of discussion * Feels stiff, mechanical if read aloud | **6**   * Explicit, precise words make message consistently clear for reader * Writer uses language of content area with ease and skill * Writer helps reader feel at home with important terms, concepts * Language builds a bridge to understanding   **5**   * Carefully chosen words add to clarity * Writer clearly knows language of content area * Writer clarifies most new words or concepts for reader * Language supports readers’ understanding of the message   **4**   * Functional language makes message clear on general level * Writer seems familiar with basic terminology of content area * New terms are often defined, explained * Reader can readily make sense of the message   http://images.weddingclipart.com/images/1/1221244306526_373/img_1221244306526_3731.jpg  **3**   * Some parts are unclear or ambiguous * Writer not fully comfortable with language of the content area * New terms not always clearly defined, explained * Reader can figure out meaning with some effort, thought   **2**   * Imprecise or vague language creates confusion or incomplete picture * Terms sometimes used incorrectly -- or omitted, even if needed * Language is general, unclear, wordy, or jargonistic * Reader must work hard to “get it”   **1**   * What is the writer trying to say? * Writer lacks terminology to make message clear * Language does not speak to reader * Reader left to guess at writer’s meaning |
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**Comment codes**

* **Argument**
  1. thesis needed
  2. strengthen or complicate thesis
  3. topic sentence needed
  4. strengthen topic sentence
  5. evidence needed to support claim
  6. vague claim
  7. offer specific textual evidence
  8. overstatement/difficult to prove
  9. qualify this claim
  10. misinterpretation/error in interpretation of evidence
  11. rethink this point
  12. not relevant to argument
  13. context needed
  14. elaborate/expand/develop
  15. organization needs to be rethought
  16. complicate this idea
  17. this doesn’t make sense
  18. this is a claim, thus it needs evidence to support it
  19. there doesn’t seem to be enough evidence to support this claim
  20. the evidence here does not support the claim
* **Sources**
  1. improper citation
  2. cite source
  3. excessive quotation (i.e. quote is too long)
  4. integrate quotation (i.e. make it part of the text, flow better)
  5. more outside knowledge needed
  6. stronger use of provided evidence needed (docs)
* **Style/mechanics/grammar**
  1. informal/conversational; use formal language
  2. avoid contractions
  3. awkward phrasing; revise phrasing
  4. clarify
  5. streamline
  6. use third person
  7. redundant
  8. sentence fragment
  9. capitalization
  10. transition awkward or needed
  11. format: Times New Roman, 12 pt, double-spaced
  12. left justify
* **Good Things…**
  1. Good use of transitions
  2. Well thought out and articulated paragraph (or line of thought)
  3. strong thesis
  4. this shows some very strong critical thinking

**Copy Editors’ Symbols**

