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

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 <u>six</u> 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 <u>four</u> 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: a. A development in a different historical period, situation, era or geographical area. b. 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	
Conversion	96+	92	85	80	75	70	50	**Your Score: _____**

6 Trait Information Writing Rubric (DBQ)

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 ❖ **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 ❖ **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	**6**
_ Sentences consistently clear, direct, to the point	_ Thoroughly edited -- and only the pickiest editors will spot errors
_ Text both graceful and designed to promote rapid, easy reading	_ Conventions *enhance* meaning, voice
_ Purposeful beginnings and transitions help reader follow the text.	_ Sources correctly cited using appropriate format
_ Sentences are varied and balanced -- no extremes of long or short.	_ Virtually ready to publish
5	**5**
_ Sentence structure clear and direct	_ Edited well -- minor errors that are easily overlooked
_ Smooth phrasing enhances readability	_ Conventions support meaning, voice
_ Purposeful beginnings and transitions connect ideas	_ Sources correctly cited
_ Sentences are balanced without extremes of long or short	_ Ready to publish with light touch-ups
4	**4**
_ Sentences clear and readable	_ Noticeable errors -- reader breezes right through, however
_ No noticeable awkward moments to slow reader	_ Errors do not interfere with meaning
_ Possible repetition -- more transitions would help	_ Sources cited -- light corrections needed
_ Sentences could use some variety -- nothing overly long or short	_ Good once-over needed prior to publication
⸻❈⸻	⸻❈⸻
3	**3**
_ Careful reading required	_ Noticeable, distracting errors -- editing erratic, things missed
_ Awkward moments make rapid reading difficult	_ Errors may slow reader of affect message in spots
_ Repetitive beginnings noticeable, more transitions needed	_ Citations need checking -- some may be omitted
_ Sentences tend to be repetitive and choppy -- or never-ending	_ Thorough, careful editing needed prior to publication
2	**2**
_ Processing meaning takes time, effort, attention	_ Frequent distracting errors reflect minimal editing
_ Confusing structure makes reader pause, go back	_ Errors slow reader, affect clarity
_ Beginnings repetitious -- or just had to spot	_ Citations missing, faulty
_ Tangles, awkward, choppy sentences -- repeated patterns	_ Line-by-line editing needed prior to publication
1	**1**
_ Confusing structure requires constant mental editing	_ Serious, frequent errors -- not yet edited or proofed
_ Missing words, awkward moments, irregular structure slow the reader significantly	_ Reader must slow down, fill in, decode
_ Hard to tell where sentences begin and end	_ Sources not cited
_ Non-sentences or endlessly connected clauses, word strings	_ Word-by-word editing needed prior to publication

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.

❖

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

Word Choice

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

❖

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

Raw Score	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	0
Conversion	97+	96	94	92	90	88	86	84	82	80	78	76	74	72	70	65	63	60	58	57	56	55	54	53	52	51	50	0
Your Score																												

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**
21. improper citation
22. cite source
23. excessive quotation (i.e. quote is too long)
24. integrate quotation (i.e. make it part of the text, flow better)
25. more outside knowledge needed
26. stronger use of provided evidence needed (docs)

♦ **Style/mechanics/grammar**
27. informal/conversational; use formal language
28. avoid contractions
29. awkward phrasing; revise phrasing
30. clarify
31. streamline
32. use third person
33. redundant
34. sentence fragment
35. capitalization
36. transition awkward or needed
37. format: Times New Roman, 12 pt, double-spaced
38. left justify

♦ **Good Things…**
39. Good use of transitions
40. Well thought out and articulated paragraph (or line of thought)
41. strong thesis
42. this shows some very strong critical thinking

Copy Editors' Symbols

Symbol	Meaning	Example
ℓ	Delete the material.	There are ~~six~~ six traits.
(SP)	Spell it out.	I LOVE the (6) traits.
⌒	Close the gap.	Organi zation is critical.
⌀	Delete material and close the gap.	Barry Lane has a w/ry sense of humor.
stet.	Return to the original.	Never ~~ever~~ write without voice.
∧	Insert a letter, word, or phrase.	Mem Fox has voice. *a powerful, original*
∧	Change a letter or letters.	He's a sl∧ck writer.
#	Make a space.	The lead must∧be a grabber.
�∪	Transpose letters or words.	Gary Paulsen says, "Read a like wolf eats."
∧	Insert a comma.	Write with voice, spirit and detail.
⊙	Add a period.	Say what you think⊙Tell the truth⊙
∧;	Insert a semicolon.	Good conventions won't make up for lack of thought they cannot rescue voiceless writing.
∧:	Insert a colon.	Use these punctuation marks sparingly colons, parentheses and exclamation points.
∧⊥m	Insert an em dash (like two hyphens).	Kate DiCamillo what a fine writer. ⊥m
∧?	Add a question mark.	Who stole my scoring guide?
∨	Insert an apostrophe.	Garrison Keillors essay on letter writing inspired me.
=	Insert a hyphen.	Novelist/poet Maya Angelou rocks the room when she reads.
≡	Change lower case to capital.	Roald dahl never shrinks from reality—even if it's ugly.
/	Change capital to lower case.	The /ruth lies in the /details.
¶	Start a new paragraph.	"What can one exclamation point tell us?" queried Watson.¶ "You'd be surprised," retorted Holmes.
↪ No¶	Run lines together. No new paragraph.	*Lonesome Dove* is a long book. No¶ Of course, *Moby-Dick* is long, too, but not everyone finishes *Moby-Dick*.
∨ ∨	Add quotation marks.	I try to leave out the parts people skip, said Elmore Leonard.
ital.	Italicize.	A Prayer for Owen Meany left me breathless—and laughing. *ital.*
‖	Align.	My favorite books are these: *Lonesome Dove* *Angela's Ashes* *Fried Green Tomatoes*
⌐ ¬	Center.	⌐ The Origin of Six-Trait Assessment ¬