**The DBQ (Document-Based Question)**

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| **A. Thesis and Argument Development****2 Points** | **Targeted Skill: Argumentation** |
| **1 Point**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. |

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| **B. Document Analysis****2 Points** | **Targeted Skill: Analyzing Evidence: Content and Sourcing and Argumentation** |
| **1 Point**Utilizes the content of at least six of the documents to support the stated thesis. |
| **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. |

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| **C. Using Evidence Beyond the Documents****2 Points** | **Targeted Skill: Contextualization and Argumentation** |
| **Contextualization: 1 Point**Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.**Scoring Note:** *Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.* |
| **Evidence Beyond the Documents: 1 Point**Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.**Scoring Note:** * *This example must be different from the evidence used to earn other points on this rubric.*
* *This point is not awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.*
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| **D. Synthesis****1 Point** | **Targeted Skill: Synthesis** |
| **1 Point**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).

**Scoring Note:** *The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.* |

**The LEQ (Long Essay Question)**

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| **A. Thesis****1 Point** | **Targeted Skill: Argumentation** |
| **1 Point**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 the introduction. |

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| **B. Argument Development: Using the Targeted Historical Thinking Skill****2 Points** | **Targeted Skill: Argumentation and Targeted Skill (Comparison, Causation, CCOT, or Periodization)** |
| **Comparison:****1 Point**Describes similarities AND differences among historical individuals, events, developments, or processes.**1 Point**Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes.**Or, depending on the prompt**Evaluates the relative significance of historical individuals, events, developments or processes. |
| **Causation:****1 Point**Describes causes AND/OR effects of a historical event, development, or process.**1 Point**Explains the reasons for the causes AND/OR effects of a historical event, development, or process.**Scoring Note:** *If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.* |
| **CCOT:****1 Point**Describes historical continuity AND change over time.**1 Point**Explains the reasons for historical continuity AND change over time. |
| **Periodization:****1 Point**Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.**1 Point**Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.**Scoring Note:** *For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed.* |

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| **C. Argument Development: Using Evidence****2 Points** | **Targeted Skill: Argumentation** |
| **1 Point** Addresses the topic of the question with specific examples of relevant evidence.**1 Point**Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.**Scoring Note:** *To fully and effectively substantiate the stated thesis, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis.* |

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| **D. Synthesis****1 Point** | **Targeted Skill: Synthesis** |
| **1 Point**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).

**Scoring Note:** *The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.* |

**The SAQ (Short-Answer Question)**

Short answer questions will directly address one or more of the themes for the course (see below). At least two of the four questions will have elements of internal choice. Providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills (see below) to respond to a primary source, a historian’s argument, nontextual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question.

**Themes**

American and National Identity

Politics and Power

Work, Exchange, and Technology

Culture and Society

Migration and Settlement

Geography and the Environment

America in the World

**Historical Thinking Skills**

Analyzing Evidence: Content and Sourcing

Interpretation

Comparison

Contextualization

Synthesis

Causation

Patterns of Continuity and Change over Time

Periodization

Argumentation