
Rubrics for AP Histories

+ History Disciplinary Practices and Reasoning Skills

Effective Fall 2017

AP History Document-Based Question and Long Essay Question Rubrics

The rubrics for the AP History Document-Based Question (DBQ) and Long Essay Question (LEQ) have been modified for the 2017–18 school year, using feedback received from AP teachers and Readers and in tandem with recently announced changes to the *Course and Exam Description* for each course.

Introductory notes:

- Except where otherwise noted, each point of the rubric is earned independently. For instance, a student could earn a point for evidence beyond the documents without earning a point for thesis/claim.
- **Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, a response may contain errors that do not detract from its overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described in the rubrics.

AP History DBQ Rubric (7 points)

| Reporting Category | Scoring Criteria | Decision Rules | | |
|--|---|--|--|-----------|
| A THESIS/CLAIM (0–1 pt) | 1 pt. Responds to the prompt with a historically defensible 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.</i> | | |
| B CONTEXTUALIZATION (0–1 pt) | 1 pt. Describes a broader historical context relevant to the prompt. | <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.</i> | | |
| C EVIDENCE (0–3 pts) | Evidence from the Documents | <i>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i> <i>To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i> | | |
| | <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">1 pt. Uses the content of at least three documents to address the topic of the prompt.</td> <td style="width: 33%; text-align: center;">OR</td> <td style="width: 33%;">2 pts. Supports an argument in response to the prompt using at least six documents.</td> </tr> </table> | | 1 pt. Uses the content of at least three documents to address the topic of the prompt. | OR |
| | 1 pt. Uses the content of at least three documents to address the topic of the prompt. | OR | 2 pts. Supports an argument in response to the prompt using at least six documents. | |
| Evidence beyond the Documents | <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> | | | |
| D ANALYSIS AND REASONING (0–2 pts) | 1 pt. For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument. | <i>To earn this point, the response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i> | | |
| | 1 pt. 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 question. | <p><i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p> | | |

AP History LEQ Rubric (6 points)

| Reporting Category | Scoring Criteria | Decision Rules |
|--|--|---|
| A THESIS/CLAIM (0–1 pt) | 1 pt. Responds to the prompt with a historically defensible 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 merely 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.</i> |
| B CONTEXTUALIZATION (0–1 pt) | 1 pt. Describes a broader historical context relevant to the prompt. | <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 a reference.</i> |
| C EVIDENCE (0–2 pts) | 1 pt. Provides specific examples of evidence relevant to the topic of the prompt. | <i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i> <i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i> |
| D ANALYSIS AND REASONING (0–2 pts) | 1 pt. Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt. | <i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i> <i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <i>This understanding must be part of the argument, not merely a phrase or reference.</i> |
| | OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence. | |
| | OR 2 pts. 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 question. | |

I. AP History Disciplinary Practices and Reasoning Skills

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and skills while learning historical content. Students best develop these practices and skills by investigating the past through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing. This section presents the disciplinary practices and reasoning skills that students should develop in all AP history courses. The tables describe what students should be able to do with each practice or skill. **Every AP Exam question will assess one or more of these practices and skills.**

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence

Practice 2: Argument Development

Students will be assessed on their ability to ...

Primary Sources

- Describe historically relevant information and/or arguments within a source.
- Explain how a source provides information about the broader historical setting within which it was created.
- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Secondary Sources

- Describe the claim or argument of a secondary source, as well as the evidence used.
- Describe a pattern or trend in quantitative data in non-text-based sources.
- Explain how a historian's claim or argument is supported with evidence.
- Explain how a historian's context influences the claim or argument.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP History Reasoning Skills

| Skill 1: Contextualization | Skill 2: Comparison | Skill 3: Causation | Skill 4: Continuity and Change over Time |
|--|---|---|---|
| Describe an accurate historical context for a specific historical development or process. | Describe similarities and/or differences between different historical developments or processes. | Describe causes or effects of a specific historical development or process. | Describe patterns of continuity and/or change over time. |
| Explain how a relevant context influenced a specific historical development or process. | Explain relevant similarities and/or differences between specific historical developments and processes. | Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes and between short- and long-term effects. | Explain patterns of continuity and/or change over time. |
| Use context to explain the relative historical significance of a specific historical development or process. | Explain the relative historical significance of similarities and/or differences between different historical developments or processes. | Explain the relative historical significance of different causes and/or effects. | Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change. |