


Revision Assistant Traits, Grades 9-12
Analysis

AP Scoring Guide: History
Document-Based Question (DBQ)

 **Advanced**

7 points


 **Language and Style**

Clarity

The essay has an established, formal style and objective tone that is maintained throughout. The essay uses varied sentence structure, precise language, and **domain-specific vocabulary** in a way that **addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.**

Introductory Notes

The essay 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.

 **Claim and Focus**

Thesis/Claim


The essay makes a **precise and significant claim based on the topic and/or source(s)**. The essay **maintains a strong focus** on defending a directly stated position, **using the whole essay to support and develop the claim and counterclaims** while **thoroughly addressing the demands of the prompt.**

Scoring Criteria

1 pt. The essay responds to the prompt with a **historically defensible thesis/claim** that **establishes a line of reasoning.**

Decision Rules

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.**

 **Organization**

Contextualization

The essay incorporates precise transitions within a **sophisticated organizational structure that enhances the relationships** between and among ideas and promotes **cohesion and clarity**. A well-executed, logical progression of ideas is clearly constructed, including an **effective introduction and a conclusion** which follows from and **supports the claim and analysis.**

Scoring Criteria

1 pt. The essay **describes a broader historical context relevant to the prompt.**

Decision Rules

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.

Revision Assistant Traits, Grades 9-12

Analysis

AP Scoring Guide: History

Document-Based Question (DBQ)



Advanced

7 points



Analysis and Evidence

Evidence

Scoring Criteria

Evidence from the Documents: 2 pts. The essay **supports an argument in response to the prompt** using at least six documents.

Evidence beyond the Documents: 1 pt. The essay uses at least one additional piece of the **specific historical evidence** (beyond that found in the documents) relevant to an argument about the prompt.

Decision Rules

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.

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.

The essay cites the **most appropriate and valid evidence to support its claim, drawing information substantively from multiple sources to defend its position and effectively refute counterclaims**. The essay **demonstrates insightful reasoning and careful understanding of the sources**, acknowledging inconsistencies or weaknesses in evidence, and **fully explains the relationship between claims and support**.

Analysis and Reasoning

Scoring Criteria

1 pt. The essay uses 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.

1 pt. The essay **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**.

Decision Rules

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.

A response may **demonstrate a complex understanding in a variety of ways**, such as:

- **Explaining nuance of an issue by analyzing multiple variables**
- **Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect**
- **Explaining relevant and insightful connections** within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- **Qualifying or modifying an argument by considering diverse or alternative views or evidence**


This understanding must be **part of the argument, not merely a phrase or reference**.

Revision Assistant Traits, Grades 9-12
Analysis

AP Scoring Guide: History
Document-Based Question (DBQ)

 **Proficient**

5-6 points

 **Language and Style**

Clarity

The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and **domain-specific vocabulary** in a way that **generally addresses the complexity of the topic**. **The essay may have some errors, but they do not interfere with meaning.**

Introductory Notes
The essay 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.


 **Claim and Focus**

Thesis/Claim

The essay makes a **clear claim based on the topic and/or source(s)**. The essay **maintains focus** on defending an identifiable position, **using most of the essay to support and develop the claim and counterclaims** while **addressing the demands of the prompt**.

Scoring Criteria
1 pt. The essay responds to the prompt with a historically defensible **thesis/claim** that **establishes a line of reasoning**.

Decision Rules
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**.

 **Organization**

Contextualization

The essay employs an **organizational structure that shows the relationships** between and among ideas, yielding a **cohesive analysis**. Clear transitions support a logical progression of ideas, including an **effective introduction and a conclusion** which follows from and **supports the claim and analysis**.

Scoring Criteria
1 pt. The essay **describes a broader historical context relevant to the prompt**.

Decision Rules
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.

Revision Assistant Traits, Grades 9-12 Analysis

AP Scoring Guide: History Document-Based Question (DBQ)



Proficient



Analysis and Evidence

The essay **cites sufficient and appropriate evidence** to **support its claim, drawing information from multiple sources** to **defend its position and refute counterclaims**. The essay demonstrates **reasoning and understanding of the sources**, potentially acknowledging inconsistencies or weaknesses in evidence, and **adequately explains** the **relationship between claims and support**.

Scoring Criteria

Evidence from the Documents:
2 pts. The essay **supports an argument in response to the prompt** using at least six documents.
1 pt. The essay uses the content of at least three documents to **address the topic of the prompt**.

Evidence beyond the Documents:
1 pt. The essay uses at least one additional piece of the **specific historical evidence** (beyond that found in the documents) relevant to an argument about the prompt.

5-6 points

Evidence

Decision Rules

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. To earn one point, the response must **accurately describe – rather than simply quote – the content** from at least three of the documents.

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.

Analysis and Reasoning

Scoring Criteria

1 pt. The essay uses 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.

1 pt. The essay **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**.

Decision Rules

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.

A response may **demonstrate a complex understanding in a variety of ways**, such as:

- **Explaining nuance of an issue by analyzing multiple variables**
- **Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect**
- **Explaining relevant and insightful connections** within and across periods
- **Confirming the validity of an argument by corroborating multiple perspectives across themes**
- **Qualifying or modifying an argument by considering diverse or alternative views or evidence**

This understanding must be **part of the argument, not merely a phrase or reference**.

Revision Assistant Traits, Grades 9-12
Analysis

AP Scoring Guide: History
Document-Based Question (DBQ)



Developing

3-4 points



Language and Style

The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be **domain-specific at times** but may address the complexity of the topic inconsistently. **The essay contains some errors that may interfere with meaning.**

Clarity

Introductory Notes

The essay 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.



Claim and Focus

The essay makes a **claim based on the topic and/or source(s)**, but it **may not fully address the demands of the prompt**. **Counterclaims may not be acknowledged**, and the essay may not stay focused on the purpose and task.

Thesis/Claim

Scoring Criteria

1 pt. The essay **[may] respond to the prompt** with a historically defensible **thesis/claim** that **establishes a line of reasoning**.

Decision Rules

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**.



Organization

The essay uses a **simplistic organizational structure**, though relationships between ideas **may not be consistently clear**. Use of transitions is sparse, repetitive, and/or does not show the connections among sections of the text. A progression of ideas is evident, however, the **introduction and/or conclusion** may not be fully developed or follow from and **support the claim and/or analysis**.

Contextualization

Scoring Criteria

1 pt. The essay **[may] describe a broader historical context relevant to the prompt**.

Decision Rules

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.

Revision Assistant Traits, Grades 9-12

Analysis

AP Scoring Guide: History

Document-Based Question (DBQ)



Developing

3-4 points



Analysis and Evidence

Evidence

The essay **cites** evidence to **support its claim**, but it **may be insufficient** or **draw unevenly from available sources**. **Support may be inadequate** in defense of the position and refutation of the counterclaim or rely too heavily on summary. The essay demonstrates **some reasoning and/or understanding of the sources**, though **explanations** of the **relationship between claims and support** are **not always clear**.

Scoring Criteria

Evidence from the Documents:
1 pt. The essay **[may] use the content** of at least three documents to **address the topic of the prompt**.

Evidence beyond the Documents:
1 pt. The essay **[may] use at least one additional piece of the specific historical evidence** (beyond that found in the documents) relevant to an argument about the prompt.

Decision Rules

To earn one point, the response must **accurately describe – rather than simply quote – the content** from at least three of the documents.

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.

Analysis and Reasoning

Scoring Criteria

1 pt. The essay **[may] use** 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.

1 pt. The essay **[may] demonstrate 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**.

Decision Rules

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.





A response may **demonstrate a complex understanding in a variety of ways**, such as:

- **Explaining nuance of an issue by analyzing multiple variables**
- **Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect**
- **Explaining relevant and insightful connections** within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- **Qualifying or modifying an argument by considering diverse or alternative views or evidence**

This understanding must be **part of the argument, not merely a phrase or reference**.

Revision Assistant Traits, Grades 9-12
Analysis

AP Scoring Guide: History
Document-Based Question (DBQ)

 Emerging		1-2 points	
 Language and Style	<p>The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.</p>	Clarity	<p>Introductory Notes</p> <p>The essay 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.</p>
 Claim and Focus	<p>The essay makes an overly simplistic or vague claim, or a position on the topic and/or source(s) may not be stated. Counterclaims are not acknowledged, and the essay does not address the purpose, task, or demands of the prompt.</p>	Thesis/Claim	<p>Scoring Criteria</p> <p>1 pt. The essay [does not] respond to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p> <p>Decision Rules</p> <p>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.</p>
 Organization	<p>An organizational structure is not evident, and relationships between ideas are not consistently clear. The essay may read as a series of unrelated ideas, as the absence of transitions makes it difficult to see connections among sections of the text. An introduction and/or conclusion is missing from the essay.</p>	Contextualization	<p>Scoring Criteria</p> <p>1 pt. The essay [does not] describe a broader historical context relevant to the prompt.</p> <p>Decision Rules</p> <p>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.</p>

Revision Assistant Traits, Grades 9-12
Analysis

AP Scoring Guide: History
Document-Based Question (DBQ)



Emerging



Analysis and Evidence

The essay **cites minimal or irrelevant evidence** to **support its claim**. Support may rely primarily on opinion, reasoning, or summary of the source(s) without clear cited evidence. The essay demonstrates **little to no reasoning and/or understanding of the sources**. An explanation of the **relationship between claims and support is not present**.

1-2 points

Evidence

Scoring Criteria

Evidence from the Documents:

1 pt. The essay **[does not] use the content** of at least three documents **to address the topic of the prompt**.

Evidence beyond the Documents:

1 pt. The essay **[does not] use at least one additional piece of the specific historical evidence** (beyond that found in the documents) relevant to an argument about the prompt.

Decision Rules

To earn one point, the response must **accurately describe – rather than simply quote – the content** from at least three of the documents.

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

Analysis and Reasoning

Scoring Criteria

1 pt. The essay **[does not] use** 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.

1 pt. The essay **[does not] demonstrate 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**.

Decision Rules

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.

A response may **demonstrate a complex understanding in a variety of ways**, such as:

- **Explaining nuance of an issue by analyzing multiple variables**
- **Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect**
- **Explaining relevant and insightful connections** within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- **Qualifying or modifying an argument by considering diverse or alternative views or evidence**

This understanding must be **part of the argument, not merely a phrase or reference**.