AP EURO DBQ RUBRIC
Updated August 2016

Name: _____

DBQ: _____

CONTEXTUALIZATION   Situates the argument by explaining the broader historical context that is immediately relevant to the question (2-3 sentences). Some prompts will only accept context that is *within the time frame of the prompt* (although for some prompts, the period *immediately* before may be appropriate).

THESIS   Presents a thesis that makes a historically defensible claim and responds to all parts of the question (does more than re-state).

   MUST be located in the introduction or conclusion *(first or last paragraph).*

DOCUMENT ANALYSIS   (TWO POINTS)

	Used	**POV / CAP** (Any) *Context, Audience, Purpose*
Doc ____		
Doc ____		
Doc ____		
Doc ____		
Doc ____		
Doc ____		
Doc ____		

CORRECTLY USES the content of *at least* **SIX** of the documents to support the stated thesis (or a relevant argument).

EXPLAINS the significance of author's POV, context, audience, and/or purpose (CAP) for *at least* **FOUR** documents.

Students are advised to use ALL documents and do POV/CAP analysis on 5 in case of a mistake.

OUTSIDE EVIDENCE   Provides an example or additional piece of SPECIFIC evidence beyond those found in the documents to support or qualify the argument.

   Must be 1) distinct from evidence used to earn other points and 2) more than a mere phrase or reference.
   Better safe than sorry! It's a good idea to encourage students to use at least TWO pieces of evidence.

ARGUMENTATION   Develops and supports a **cohesive argument** [typically supporting the thesis, if present] that recognizes and accounts for historical complexity by **explicitly illustrating relationships among historical evidence** such as contradiction, corroboration, and/or qualification.

   Basically, develop a coherent and consistent argument and put the documents in conversation with each other.
   In practice, this is often a capstone point for an excellently argued essay that impresses the reader.

SYNTHESIS   Extends the argument by explaining the connections between the argument and a similar development in a different historical period or geographical area.

   *Basically, take the **argument** beyond the prompt's time frame and/or geographical area.*

   A student may also bring in a course theme and/or approach to history that is not the focus of the essay (political, social, etc.) or to a different academic discipline (e.g., political science, art history, or anthropology) to get the synthesis point, but these approaches are less common than time/place synthesis.

NOTE: Although there is no set rule, there is a consensus that *context* should appear in the first paragraph and that *synthesis* should appear at the end of the essay.

TOTAL POINTS: /7

For more information about the AP Euro DBQ, visit my website: www.tomrichey.net