**AP World History Rubrics (May 2017)**

**Document-Based Question Rubric with Scoring Notes**

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| 1. **THESIS AND ARGUMENT DEVELOPMENT**   **2 Points** | **TARGETED SKILL:** **Argumentation (E1, E4, and C1)\*** |
| **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.  **Scoring Note:** *Neither the introduction nor the conclusion is necessarily limited to a single paragraph.* |
| **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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| 1. **DOCUMENT ANALYSIS**   **2 Points** | **TARGETED SKILL:** **Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)** |
| **1 Point**  Utilizes the content of at least six of the documents to support the stated thesis or the relevant argument. |
| **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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| 1. **USING EVIDENCE BEYOND THE DOCUMENTS**   **2 Points** | **TARGETED SKILL:**  **Contextualization and Argumentation (C3 and E3)** |
| **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 Notes:**   * *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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| 1. **SYNTHESIS**   **1 Point** | **TARGETED SKILL:** **Synthesis (C4, C5, or C6)** |
| **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); 3. A different discipline or field of inquiry (such as economics, government and politics, art history or anthropology; (**NOTE:** for European and World History only)   **Scoring Note:** *The synthesis point requires an explanation of the connections to a different historical period, situation, era or geographical area, and is not awarded for merely a phrase or reference.* |

**On Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

**On Clarity:** These 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 and skills described above.

\*Please see the Historical Thinking Skill Proficiency Expectations on page 11 [of the *Rubrics for AP Histories + Historical Thinking Skills,* effective Fall 2015, on the College Board’s Advanced Placement website] for explanation and further description.

**Long Essay Question Rubric with Scoring Notes**

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| 1. **THESIS**   **1 Point** | **TARGETED SKILL:** **Argumentation (E1)\*** |
| **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. |

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| 1. **ARGUMENT DEVELOPMENT: USING THE TARGETED HISTORICAL THINKING SKILL**   **2 Points** | **TARGETED SKILL:** **Argumentation (E2 and E3) and Targeted Skill (C2, D1, D2, D3/D4, D5, or D6)** |
| **Develops and supports an argument that:**  **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 the effects, responses must address both causes and effects in order to earn both points.* |
| **CONTINUITY AND CHANGE OVER TIME:**  **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 a 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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| 1. **ARGUMENT DEVELOPMENT: USING EVIDENCE**   **2 Points** | **TARGETED SKILL:** **Argumentation (E2 and E3)** |
| **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 or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.* |

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| 1. **SYNTHESIS**   **1 Point** | **TARGETED SKILL:** **Synthesis (C4, C5, or C6)** |
| **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); 3. A different discipline or field of inquiry (such as economics, government and politics, art history or anthropology; (**NOTE:** for European and World History only)   **Scoring Note:** *The synthesis point requires an explanation of the connections to a different historical period, situation, era or geographical area, and is not awarded for merely a phrase or reference.* |

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Source: Rubrics for AP Histories + Historical Thinking Skills, Fall 2015

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