

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.

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 **Advanced**

**7 points**

 **Analysis and Evidence**

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.**

**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.

**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.**

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 **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**.

### 5-6 points

#### Evidence

##### 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.

##### 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**.

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## 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.

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## 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**

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Emerging		1-2 points	
 <b>Language and Style</b>	<p>The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the <b>language is general and not domain-specific. The essay contains errors that interfere with meaning.</b></p>	<b>Clarity</b>	<p>Introductory Notes</p> <p>The essay should be considered first drafts and thus <b>may contain grammatical errors</b>. Those errors <b>will not be counted</b> against a student <b>unless they obscure the successful demonstration of the content knowledge</b>, skills, and practices described in the rubrics.</p>
 <b>Claim and Focus</b>	<p>The essay makes an overly <b>simplistic or vague claim, or a position on the topic</b> and/or <b>source(s) may not be stated</b>. Counterclaims are not acknowledged, and the essay <b>does not address the purpose, task, or demands of the prompt.</b></p>	<b>Thesis/Claim</b>	<p>Scoring Criteria</p> <p><b>1 pt.</b> The essay <b>[does not] respond to the prompt</b> with a historically defensible <b>thesis/claim</b> that <b>establishes a line of reasoning.</b></p> <p>Decision Rules</p> <p>To earn this point, the thesis must <b>make a claim</b> that <b>responds to the prompt</b> rather than restating or rephrasing the prompt. The <b>thesis must consist of one or more sentences located in one place</b>, either in the <b>introduction or the conclusion.</b></p>
 <b>Organization</b>	<p>An <b>organizational structure is not evident</b>, and relationships between ideas are <b>not consistently clear</b>. 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 <b>introduction and/or conclusion is missing</b> from the essay.</p>	<b>Contextualization</b>	<p>Scoring Criteria</p> <p><b>1 pt.</b> The essay <b>[does not] describe a broader historical context relevant to the prompt.</b></p> <p>Decision Rules</p> <p>To earn this point, the <b>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.</b> This point is not awarded for merely a phrase or reference.</p>

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## 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.

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